

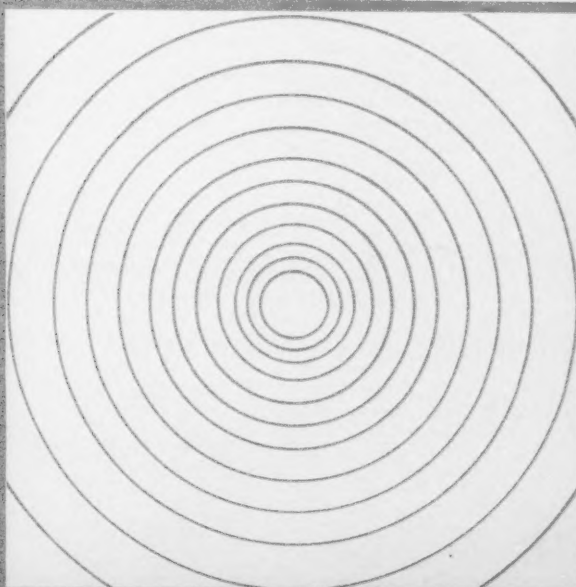
Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

DECEMBER 1984

VOLUME 19 • NUMBER 12

ERIC[®]
R I E



ED 246 175-247 369

SPECIAL ANNOUNCEMENT

Involvement in Learning: Realizing the Potential of American Higher Education

This final report of the seven-member Study Group on the Conditions of Excellence in American Higher Education represents another effort in the wave of educational reform stimulated by the 1983 publication of *A Nation at Risk*.

The study group, sponsored by the National Institute of Education (NIE), arrived at 27 recommendations that address areas such as: programs of study, college environments, preparation of faculty, accreditation, and assessment of student achievement.

Copies of the report are available for \$4.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 065-000-00213-2).

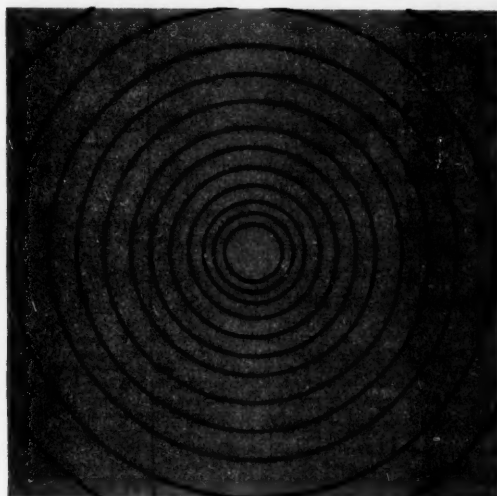
The document is also available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, in microfiche (\$.97) and in paper copy (127 pages, \$10.90), plus postage. Order by the ERIC accession number (ED 246 833). The document was announced in the December 1984 issue of *Resources in Education*.

RESOURCES IN EDUCATION

ED 246 175-247 369

December 1984

Volume 19 • Number 12



Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the National Institute of Education, U.S. Department of Education, and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved December 1980 by the Office of Management and Budget. Contents do not necessarily reflect official NIE policy.

Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor].

v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8209r81jrev

Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

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DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

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[LB1028]

AACR 2 MARC-S

Library of Congress

76r8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

Citations (By Clearinghouse)

ED 246 307 CE 039 453

Miller, Juliet V.
The Family-Career Connection: A New Framework for Career Development.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 58p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 288).

ED 246 308 CE 039 454

Fingeret, Arlene
Adult Literacy Education: Current and Future Directions.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 68p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 284).

ED 246 309 CE 039 455

Merriam, Sharon B.
Adult Development: Implications for Adult Education.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 48p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 282).

ED 246 310 CE 039 456

Magisos, Joel H. And Others
Excellence in Vocational Education: Four Levels, Four Perspectives.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 52p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 287).

ED 246 311 CE 039 457

Zigerell, James
Distance Education: An Information Age Approach to Adult Education.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 84p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 283).

ED 246 312 CE 039 458

Sticht, Thomas G. Mikulecky, Larry
Job-Related Basic Skills: Cases and Conclusions.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 54p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 285).

ED 246 486 CS 208 533

Kahn, Elizabeth A. And Others
Writing about Literature.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 61p.

RIE Highlights

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58773, \$6.00 nonmember, \$5.00 member).

ED 246 573 EC 162 761

Krause, Claire S.

Enrichment through Creative Arts.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 92p.

EDRS Price - MF01/PC04 Plus Postage.

ED 246 694 FL 014 512

Wyatt, David H.

Computers and ESL: Language in Education: Theory and Practice, No. 56.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 129p.

EDRS Price - MF01/PC06 Plus Postage.

Alternate Availability—Harcourt Brace Jovanovich International, Orlando, FL 32887

ED 246 695 FL 014 513

Hope, Geoffrey R. And Others

Using Computers in Teaching Foreign Languages. Language in Education: Theory and Practice, No. 57.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 146p.

EDRS Price - MF01/PC06 Plus Postage.

Alternate Availability—Harcourt Brace Jovanovich International, Orlando, FL 32887

ED 246 696 FL 014 514

Weber, Wilhelm K.

Training Translators and Conference Interpreters. Language in Education: Theory and Practice, No. 58.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 74p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Harcourt Brace Jovanovich International, Orlando, FL 32887

ED 246 697 FL 014 515

Morley, Joan

Listening and Language Learning in ESL: Developing Self-Study Activities for Listening Comprehension Practice. Language in Education: Theory and Practice, No. 59.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 161p.

EDRS Price - MF01/PC07 Plus Postage.

Alternate Availability—Harcourt Brace Jovanovich International, Orlando, FL 32887

ED 246 831 HE 017 585

Cross, K. Patricia McCartan, Anne-Marie

Adult Learning: State Policies and Institutional Practices. ASHE-ERIC Higher Education Research Report No. 1, 1984.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; 162p.

EDRS Price - MF01/PC07 Plus Postage.

Alternate Availability—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$7.50, nonmembers; \$6.00, members).

ED 246 832 HE 017 586

Whitman, Neal A. And Others

Student Stress: Effects and Solutions. ASHE-ERIC Higher Education Research Report No. 2, 1984.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; 115p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$7.50, nonmembers; \$6.00, members).

ED 246 919 IR 050 804

Weller, Carolyn R. Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse Publications, 1983. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1983.

ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.; 52p.

EDRS Price - MF01/PC03 Plus Postage.

ED 246 976 JC 840 449

Atwell, Charles A. Sullins, W. Robert

Curricular Comprehensiveness in Small Rural Community Colleges. Horizons Issues Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 78p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036 (\$5.00).

ED 247 042 RC 014 813

Tonemah, Stuart Benally, Elaine Roanhorse, Comp.

Trends in American Indian Education: A Synthesis and Bibliography of Selected ERIC Resources.

Arizona State Univ., Tempe. Center for Indian Education; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 72p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 (\$7.95).

ED 247 080 SE 039 713

Helgeson, Stanley, Comp. And Others

Especially for Teachers: Selected Documents on the Teaching of Science 1966-1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 283p.

EDRS Price - MF01/PC12 Plus Postage.

Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., Rm. 310, Columbus, OH 43212 (\$10.00).

ED 247 081 SE 043 688

Disinger, John, Comp. Howe, Robert W., Comp.

Especially for Teachers: Selected Documents on the Teaching of Environmental Education 1966-1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 353p.

EDRS Price - MF01/PC15 Plus Postage.

Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., Rm. 310, Columbus, OH 43212 (\$10.00).

ED 247 082 SE 044 677

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 17, Number 3.

Journal Cit—Investigations in Mathematics Education; v17 n3 Sum 1984

Ohio State Univ., Columbus. Center for Science and Mathematics Education; 73p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

ED 247 190 SO 015 813

Turner, Mary Jane Parisi, Lynn

Law in the Classroom: Activities and Resources. Revised.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.; 405p.

EDRS Price - MF01/PC17 Plus Postage.

Alternate Availability—SSEC Publications, 855 Broadway, Boulder, CO 80302 (\$24.95 plus postage and handling).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

CE 123 456

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility	1	JC —Junior Colleges	119
CE —Adult, Career, and Vocational Education	1	PS —Elementary and Early Childhood Education	130
CG —Counseling and Personnel Services	25	RC —Rural Education and Small Schools	139
CS —Reading and Communication Skills	36	SE —Science, Mathematics, and Environmental Education	145
EA —Educational Management	57	SO —Social Studies/Social Science Education	157
EC —Handicapped and Gifted Children	63	SP —Teacher Education	168
FL —Languages and Linguistics	74	TM —Tests, Measurement, and Evaluation	170
HE —Higher Education	82	UD —Urban Education	183
IR —Information Resources	106		

AA

ED 246 175 AA 001 128
Resources in Education (RIE). Volume 19, Number 12.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 246 176 CE 036 791
Dobson, John R. A.
The Problem of Journal Searching: The Case of Retrieving Adult Education Evaluation Articles. Pub Date—[83]

Note—26p.; Parts of this document may not reproduce well due to light type.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Educational Assessment, *Evaluation Methods, Information Retrieval, Literature Reviews, *Periodicals, Permuted Indexes, Postsecondary Education, *Program Evaluation, *Research Methodology, Research Problems, Research Reports, Research Tools, Scholarly Journals, *Search Strategies

This study describes the problems of searching in professional journals for relevant articles on the subject of adult education evaluation. Seventy-three journals were identified as containing 337 appropriate articles when searching with 11 title words; 43 percent of the titles referred to human behavior change while 57 percent referred to program development. Title function words, "who," "what," "why," "where," "when," and "how," were tabulated. Methodology, practice, and issue words were examined, as were the words suggesting evaluative techniques and instruments. A microthesaurus suggesting method, technique, and instrument was prepared. Search strategies using function words and key title words were recommended to adult educators. Criteria for clearly titling journal articles were recommended to authors. (Author)

ED 246 177 CE 037 367

Project NEED IT. New Enterprise and Economic Development Initiatives Today (Hartford, Connecticut, August 11-12, 1983).

Entrepreneurship Inst., Columbus, OH.

Pub Date—Aug 83

Note—55p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Business Education, Budgeting, *Business Administration, Business Responsibility, Career Education, Conferences, Cooperative Programs, *Economic Development, *Entrepreneurship, Females, Financial Needs, Financial Problems, Financial Support, Government Role, Information Dissemination, Innovation, Job Training, Minority Groups, Money Management, Planning, Policy Formation, Postsecondary Education, Productivity, Program Descriptions, Program Development, Program Implementation, Public Policy, Skill Development, *Small Businesses, Success, Technological Advancement

Identifiers—Private Sector, *Project NEED IT, Public Sector, United States

A conference dealing with new enterprise and economic development initiatives today, Project NEED IT was designed to familiarize decision makers at all levels of the public, private, and educational sectors with the best new enterprise development projects being carried out in the United States today. During the conference, a series

of papers and discussions focused on methods for launching innovative technology-based enterprises, ways of identifying and training potential entrepreneurs, means of helping minority group members and women to participate in entrepreneurship, procedures for starting a financing program, ways to finance for growth, proven techniques for strengthening entrepreneurs' management and technical skills, methods for helping firms explore entrepreneurial markets, and public and private partnerships. (This report comprises a discussion of Project NEED IT, a Project NEED IT conference agenda, a list of conference speakers, and profiles of 24 organizations manifesting exemplary strategies for accomplishing the eight entrepreneurship objectives and goals addressed during the conference.) (MN)

ED 246 178

CE 037 907

Burns, David

Job Relevant Programs and Career Structures for Training and Development Personnel.

Victoria Coll., Burwood (Australia).

Spons Agency—Australian National Training Council, Canberra.

Pub Date—Jan 84

Note—41p.; Document contains small, light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Vocational Education, Career Ladders, Foreign Countries, Industrial Training, *Job Analysis, *Occupational Information, On the Job Training, Responsibility, *Staff Development, Trade and Industrial Education, *Trainers

Identifiers—*Australia

The Occupational Analysis of the Training in Industry project was designed to provide valid and reliable information on the work of trainers. To structure the research, the Task Inventory/Comprehensive Occupational Data Analysis Programs (CODAP) method of analysis was used. A central feature of this methodology was the development and use of a work of trainers task inventory in which training and development personnel were asked to indicate which training tasks they perform in their work, indicate the relative time they spend on each task, and provide relevant personal and organizational background information. The inventory contained 5 roles and 14 duties under which 131 tasks were organized. CODAP computer programs were used to organize. CODAP computer programs were used to compile composite job descriptions of the whole sample of trainers and selected subgroups in two forms: the duty job description and the task job description. A job clustering program was used to identify and describe the variety of job types existing within the training and development occupations. Six job types were identified. Three were

classified at the managerial level, and three were classified at the officer or nonmanagerial level. A career path was identified, and the responsibilities and prerequisite job experience at each level were determined. (YLB)

ED 246 179 CE 038 105

Crowe, Michael R. And Others
Alternative Environments for Basic Skills Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—187p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Education, *Basic Skills, *Career Education, *Classroom Environment, Cooperative Education, Distributive Education, Experiential Learning, Literacy Education, On the Job Training, Outcomes of Education, Program Effectiveness, Secondary Education, *Skill Development, *Vocational Education, *Work Experience Programs

This study focused on the identification and description of environmental characteristics and their relationship to basic skills exposure. The objectives of the study were to identify the major factors that characterize environments in which learning is intended to occur, and to delineate patterns of co-exposure to basic skills and environmental factors in secondary classrooms and work-site settings. Four programs were studied, including two different models of experience-based career education, one of cooperative distributive education, and a traditional academic program that included part-time work. All programs had a work site as well as a classroom component. Observations were recorded live in the form of comprehensive field notes; overall, 193 observations of 45 students were obtained. Six basic skills were identified: psychomotor, reading, computing, speaking, reasoning, and writing, while 12 environmental factors were defined, including simultaneous tasks, self-initiation, working cooperatively and other work site features. The findings of the study included the following: (1) the programs and settings exhibited different patterns of environmental factors; (2) the relationship between exposure to basic skills and programs and settings was not the same for all programs and settings, i.e., classrooms were significantly higher on exposure to reading and writing skills, while psychomotor and reasoning skills were more frequently used in the work site; (3) the environmental factors, when combined into the six factors of importance, support, control, complexity, feedback, and relational, affected the use of different basic skills. The study concluded that career and vocational education programs can provide students with as much exposure to basic skills as they would have in a traditional classroom. Further research is needed to clarify these issues and to establish causal relationships. (KC)

ED 246 180 CE 038 367

Devanna, Mary Anne And Others
Human Resources Management: Issues for the 1990s.

Columbia Univ., New York, NY. Center for Research in Career Development.

Pub Date—83

Note—82p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Business Administration, *Career Development, Career Planning, Employment Patterns, Employment Projections, *Futures (of Society), *Human Resources, Job Performance, Managerial Occupations, Models, Personnel Evaluation, *Personnel Management, Personnel Needs, Planning, Professional Personnel

This collection of five articles examines the role and influence of human resources management (HRM) in strategic planning in major American companies. The first article, "Human Resources Management: A Strategic Perspective," by Mary Anne Devanna, Charles Fombrun, and Noel Tichy, describes how to conduct a human resource management audit to assess the HRM function's status in the company as a whole. In "Human Resources Management: Link to Strategy and Structure,"

Devanna, Fombrun, and Tichy provide a series of analytical frameworks to help managers think about the role and structure of human resources in their own organization. Lynn Warren discusses "The Role of Human Resources in Strategic Planning." The background to her article is provided by Devanna, Fombrun, Tichy, and E. Kirby Warren in "Results of Human Resources Management Study," based on a survey of major companies. They indicate that the influence of HRM in strategic planning is marginal, but that it should be made much stronger. Finally, "Managing the Middle: Implications for Human Resources Managers" by Devanna and E. Kirby Warren talks of the challenges that organizations face in the near future, especially in terms of managing the growing numbers of technical professional members of the work force. (KC)

ED 246 181 CE 038 427

Evanson, Jill S.

Mentors and Students in the Workplace. Workplace Mentorship.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—26 Aug 82

Contract—400-80-0103

Note—22p.; For related documents, see CE 038 428-429.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Career Exploration, *Education Work Relationship, Employment Potential, *Experiential Learning, High Schools, Job Skills, *Mentors, Vocational Education, *Work Experience Programs

Identifiers—*Experience Based Career Education
Drawing from the experiences of 30 students and their mentors in 15 programs, this pamphlet offers descriptions of mentorships, or experience-based workplace learning to help high school students make the transition from school to work. Workplace mentorship is defined. Examples are then offered of the various types of activities at work sites that correspond to possible learning experiences. For students, these include learning about the world of work, gaining in knowledge about themselves, demonstrating gains in work maturity, improving communications skills, and having an opportunity to apply basic skills in real situations. Next, the type of persons interested in mentorship and desirable qualities of mentors are considered. The pamphlet concludes with a summary of suggestions from mentors and program staff for encouraging mentorship. (YLB)

ED 246 182 CE 038 428

Evanson, Jill S.

Workplace Mentorship. Interviews on Workplace Mentorship: Background, Methodology and Data Analysis.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—Nov 82

Contract—400-80-0103

Note—93p.; For related documents, see CE 038 427-429.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, Career Exploration, Educational Research, Education Work Relationship, Employer Attitudes, *Employment Potential, *Experiential Learning, High Schools, Interviews, *Job Skills, *Mentors, Secondary Education, Student Attitudes, Vocational Education, Vocational Maturity, Work Experience Programs

Identifiers—*Experience Based Career Education
As one activity of the Workplace Mentorship study, 75 interviews were conducted in 15 programs to examine 30 mentorships. In each program five persons were interviewed: two mentors, two students, and one program staff person. Students were in eleventh or twelfth grade or recently out of high school. The interviews collected from the three types of informants parallel information of their perceptions of (1) what occurred in the mentorship that was related to employability development; (2) the value of the mentorship experiences, and (3) factors that affected the mentorship. Activities that were

indicated as important to employability development included learning about a particular job, skills in talking and listening to others, learning about rules and how people behave at work, and exhibiting mature workplace behavior. Almost all students felt the mentorship had an effect on their future plans; for some the mentor had been the most important influence. Staff and mentors saw the mentorships as positively and significantly helpful in preparing the young person for work. Students and staff most often cited the strengthening of personal and interpersonal skills growing out of the mentor relationship as proof of a successful mentorship. (The instruments and a qualitative analysis are appended.) (YLB)

ED 246 183 CE 038 429

Cook, Judith Thompson Bonnett, Kendra R.

Mentorship: An Annotated Bibliography.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—Jul 81

Contract—400-80-0103

Note—13p.; For related documents, see CE 038 427-428.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Career Education, Career Exploration, Education Work Relationship, Employment Potential, *Experiential Learning, Females, Higher Education, Job Skills, *Mentors, Postsecondary Education, Professional Personnel, Secondary Education, Work Experience Programs

Identifiers—*Experience Based Career Education
This collection includes over 60 annotations on mentorship, specifically a one-to-one relationship, from more than a dozen databases. The articles, mostly published within the last five years, are organized into five sections that present the annotations relating to mentorship (1) for youth, (2) on the college campus, (3) as an aspect of adult development, (4) in the business world, and (5) specifically for women professionals. For each article, the following information is provided: title, author(s), source (journal, magazine, book), date of publication, and annotation. If the source is a journal or magazine, the volume number and page numbers are provided. (YLB)

ED 246 184 CE 038 452

Tool and Task Analysis Guide for Vocational Welding (150 Tasks). Performance Based Vocational Education.

John H. Hinds Area Vocational School, Elwood, IN.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—[80]

Note—349p.; Parts of this document may not reproduce well due to light type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, Equipment, *Hand Tools, Machine Tools, *Metal Working, Occupational Information, Postsecondary Education, Secondary Education, Skilled Occupations, State Curriculum Guides, *Student Projects, *Task Analysis, Vocational Education, *Welding

Identifiers—*Indiana
This book contains a task inventory, a task analysis of 150 tasks from that inventory, and a tool list for performance-based welding courses in the state of Indiana. The task inventory and tool list reflect 28 job titles found in Indiana. In the first part of the guide, tasks are listed by these domains: carbon-arc, electron beam, G.M.A.W., gas tungsten arc weld, inspection, layout, oxyfuel, sub-arc, and S.M.A.W. Following are five sections of task analysis guides written by five teachers in Indiana secondary or postsecondary vocational schools or colleges. Each guide contains a task statement, task performance cues, task performance procedures, task elements, and lists of tools, references, and work aids. Appendixes to the guide are a tool list and a welding project task list. (KC)

ED 246 185 CE 038 549

Mortensen, James H.

FBTE Program. Department of Agricultural and Extension Education, The Pennsylvania State

Universities.
Pub Date—13 Oct 81
Note—55p. Paper presented at the National Conference on Performance-Based Teacher Education, Competency-Based Staff Development, and Competency-Based Administrator Education (Philadelphia, PA, October 13, 1981).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agricultural Education, *Competence, *Competency Based Education, Higher Education, *Preservice Teacher Education, Program Implementation, Student Teaching, Teacher Education, *Vocational Education
Identifiers—*Pennsylvania State University
 Pennsylvania State University conducts a program of preservice performance-based teacher education (PBTE) for its agricultural education students at several campuses in the state. The model for the program is designed around groups of pedagogical competencies identified and verified through research. The competencies have been incorporated into the course structure of the agricultural education program, with each course including a number of related competencies to be achieved. The program is delivered in two phases: course work and student teaching. Teacher educators serve as resource persons. Modules from the National Center for Research in Vocational Education and some additional modules unique to agricultural education and Pennsylvania's needs are used to develop competence in performing those tasks identified as necessary for entry-level employment as a teacher of vocational agriculture. Instructional emphasis is on helping the preservice student and teaching intern achieve program exit requirements. Teaching students are gradually introduced to the classroom through a process of teaching to peers, microteaching experiences, program observations, conducting Future Farmers of America activities, and presenting teaching episodes under guidance, before they begin teaching one or two classes in the intern program. Students are assessed by resource persons using checklists provided in the modules and other instruments, and students are expected to remain in the program until all requirements are met. (A list of competencies in the programs, learning activities used, and a summary of the teacher's and students' roles are included in this report.) (KC)

ED 246 186 CE 038 793
Porreca, Anthony G., Ed. Cross, Beverly E., Ed.
The Ohio Business Teacher, Volume XLIV.
 Ohio Business Teachers Association, Columbus.
Pub Date—Apr 84
Note—163p. For Volume 13, see ED 230 674.
Journal Cit—The Ohio Business Teacher; v44 Apr 1984.
Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Andragogy, *Business Education, Business Education Teachers, *Business Skills, *Classroom Techniques, Clerical Occupations, Computer Oriented Programs, Curriculum Development, Data Processing Occupations, Distributive Education, Educational Resources, Elementary Secondary Education, Information Processing, Marketing, Office Occupations, *Office Occupations Education, Organizations (Groups), Portfolios (Background Materials), Postsecondary Education, Shorthand, Student Attitudes, Teaching Methods, *Word Processing, Work Attitudes
 This volume of the Ohio Business Teacher contains articles on teaching business education, especially in the secondary schools, although some articles also include information on teaching business-related material to elementary school children and to adults. Eight of the articles concern classroom teaching techniques for the electronic office, with attention given to computers and word processing. Another two articles discuss curriculum needs and changes recommended for meeting the challenge of the future. The remaining articles focus on a variety of topics, such as business and marketing education, andragogy, the philosophy of business education, work values of students, classroom psychology, resume writing, shorthand, communication-management skills, and economic education resources for Ohio business teachers. Included in the articles are reviews of two books: "In Search of Excellence: Lessons from America's Best-Run Companies," and "The One-Minute Manager." A

section of information about the Ohio Business Teachers Association completes the issue. (KC)

ED 246 187 CE 038 982
Miller, Ronald H.
The Advantages and Disadvantages of Using a Centralized In-House Marketing Office.
Pub Date—16 Apr 84
Note—18p. Paper presented at the Annual Conference of the National University Continuing Education Association (69th, Atlanta, GA, April 16, 1984). Slides that accompanied the presentation are not included.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Centralization, *Continuing Education, Cost Effectiveness, Efficiency, *Marketing, Organizational Change, Postsecondary Education, *Publicity, Public Relations, School Organization
Identifiers—Indiana University
 A centralized marketing and promotion office may or may not be a panacea for a continuing education program. Five major advantages to centralization of the marketing and promotion function are minimization of costs, a school-wide marketing strategy, maximization of the school image, enhanced quality control, and building of technical expertise of marketing and promotion. Three disadvantages are lengthened time for a program to occur, reduced time for marketing research efforts, and resistance to coordination of a centralized office. Centralization has enabled the Office of Marketing and Promotion at Indiana University to minimize costs by doing internal duplicating and being an in-house advertising agency. The centralized marketing office has also suggested that two units do a joint mailing where appropriate, has dealt effectively with a variety of people and publications to achieve continuity in communications, improved the quality of publications, tracked the responses to promotional literature and direct mail, and, in general, increased in-house capabilities. (A listing of slides is given.) (YLB)

ED 246 188 CE 039 092
Perlman, Leonard G., Ed. Austin, Gary F., Ed.
Technology and Rehabilitation of Disabled Persons in the Information Age. A Report of the Mary E. Switzer Memorial Seminar (8th, Washington, District of Columbia, November 16-18, 1983).
 National Rehabilitation Association, Alexandria, Va.
Pub Date—May 84
Note—101p. The seminar was sponsored by AT&T, Bell & Howell Foundation, International Association of Machinists and Aerospace Workers, National Institute on Handicapped Research, Postgraduate Center for Mental Health, and President's Committee on Employment of the Handicapped.
 Available from—Switzer Memorial Fund, National Rehabilitation Association, 633 South Washington Street, Alexandria, VA 22314 (Monograph #8-\$10.00).
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Computers, Counseling Objectives, Counselor Role, *Disabilities, Educational Benefits, Educational Needs, Educational Objectives, Educational Opportunities, *Educational Technology, Employment Opportunities, Futures (of Society), Influences, Information Processing, Needs Assessment, Postsecondary Education, *Rehabilitation Counseling, *Technical Education, *Technological Advancement, Trend Analysis, *Vocational Rehabilitation
Identifiers—Impact Studies, *Information Age
 These proceedings contain the texts of nine papers presented at a seminar dealing with technology and the rehabilitation of disabled persons in the information age. The first part of the volume consists of the following papers authored by Switzer scholars: "A Philosophical and Cultural Approach to High Technology in Rehabilitation," by Gopal C. Pati; "Technology and Rehabilitation: Another Viewpoint," by Carl E. Sherrick; "Employment and Training Opportunities for Disabled Persons in the Computer Age," by Lawrence A. Scadden; "Impact of High Technology on the Rehabilitation Professional: Changing Roles and Skills," by Susanne M. Bruyere; and "The Future of Information Technology and the Role of the Rehabilitation Profes-

sional," by Don McLaughlin. Included in the second half of the proceedings are the following specially commissioned papers: "High Tech/High Touch—Making Good on the Promise," by Douglas A. Fenderson; "Rehabilitation in the Information Age," by Alan M. Hofmeister; "Rehabilitation: Counseling in the Age of Technology," by Valerie Ellien; and "The Potential of Technology for Rehabilitation," by David Vandergoot. A brief discussion of the format of the seminar and of this monograph is also provided. (MN)

ED 246 189 CE 039 114
In the Corners of Our Time. Six Years of the Council's Work. 1977-1983.
 Advisory Council for Adult and Continuing Education, Leicester (England).
Pub Date—Oct 83
Note—16p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Adult Education, *Advisory Committees, Continuing Education, *Educational Development, Educational Finance, *Educational Research, Foreign Countries, Needs Assessment, Nontraditional Education, Participation
Identifiers—*England, *Wales
 The Advisory Council for Adult and Continuing Education was established in 1977 to advise generally on matters relevant to the provision of education for adults in England and Wales. Members divided into two main committees to address two issues: (1) to promote cooperation between various bodies in adult education and deploy available resources most effectively; and (2) to promote the development of future policies and priorities regarding continuing education. Areas of study have included adults' existing experience and needs, information and advisory services and the use of them, the nature of current adult participation, barriers to access, and educational alternatives. Four other interrelated questions have been studied to meet the needs of adult students, expressed as follows: "What kinds of structures and organization meet the needs of what kinds of students for what kinds of courses, at what level of costs?" An information survey was commissioned to provide information on estimates of expenditure on continuing education and fees for different types of courses and students. Other reports have focused on needs of priority groups. Indications of the Council's impact have been acceptance of the term "continuing education" and educators' raised awareness. (An annotated listing of the Council's publications is appended.) (YLB)

ED 246 190 CE 039 130
America at Work: The Management Perspective On Training for Business.
 ITT Educational Services, Inc., Indianapolis, IN.
Pub Date—[84]
Note—53p. For a related document, see ED 223 892.
 Available from—PR Manager, ITT Educational Services, Inc., 3500 DePauw Blvd., P.O. Box 68883, Indianapolis, IN 46268 (Free).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Demography, Dislocated Workers, Educational Needs, Educational Practices, Educational Strategies, *Employer Attitudes, *Employment Practices, Financial Support, Job Skills, *Job Training, Labor Force Development, Labor Needs, National Surveys, Postsecondary Education, Program Effectiveness, Questionnaires, *Retraining, School Business Relationship, Skill Development, *Skill Obsolescence, Tables (Data)
Identifiers—Employer Surveys
 A study examined management perspectives on retraining workers and educational alternatives for such training. During the study, more than 300 senior human resource executives from Fortune 1500 firms across the nation were interviewed by telephone. Of those interviewed, 84 percent felt that their workers are concerned about such issues as: losing their jobs; dramatic changes in their present jobs; and their abilities to learn new job skills. When faced with the problem of skills obsolescence, 44 percent of those interviewed stated that they would be most likely to hire new employees with required skill rather than retrain existing employees. According to the executives interviewed, employers' willingness to be retrained and their existing skills were the two most crucial factors in managerial decisions

concerning which employees to retrain. Although training and retraining programs varied widely from firm to firm, it appeared that, in general, retraining pressures are shifting increasingly to middle management. In all, 60 percent of those participating in the survey favored some sort of shared responsibility for the funding of retraining programs. Finally, 65 percent of the executives expressed confidence in workers' ability to continue to maintain high standards. (Appended to this report is more detailed information on the survey methodology and respondents.) (MN)

ED 246 191 CE 039 140

Oakleaf, Charles R. Oakleaf, Margery M.
The Benefits and Characteristics of Adult Learning in Kansas. A Survey of Participants in Non-Credit Learning Experiences.
Kansas State Univ., Manhattan.
Spons Agency—Education Commission of the States, Denver, Colo.; Kansas State Board of Regents, Topeka; Kellogg Foundation, Battle Creek, Mich.

Pub Date—[82]

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Students, Community Colleges, *Educational Benefits, Education Work Relationship, *Noncredit Courses, *Participant Satisfaction, Postsecondary Education, Program Effectiveness, Rewards, Student Attitudes, *Student Characteristics, *Student Educational Objectives, Student Interests, Student Motivation, Student Needs, Technical Education, Vocational Education, Vocational Schools

Identifiers—*Kansas

A survey was conducted to determine the characteristics of adult non-credit students in Kansas, and the perceived benefits of their learning experiences. A total of 1,179 participants in Kansas non-credit adult learning experiences were identified from four distinct organizational groups representing Kansas adult basic education centers, business management centers, community colleges, and vocational/technical schools. Fifty percent of this sample (596 participants) returned questionnaires. The survey results showed that the majority of the participants were younger married men, while married females constituted the second largest group. Most of the sample population were under 50, while a third were under 25. Most of the learners had graduated from high school, and many had some college education. The primary motivation of those who participated voluntarily in non-credit adult learning experiences was that they wanted to learn more, expand their minds, and develop special skills. Most of the reasons for enrolling were for perceived non-economic benefits as compared to economic benefits. The highest perceived benefit of the learners was "improving interest or skill in learning more," followed by "becoming better informed about some knowledge area or subject." The four groups reported different perceived benefits. The level of satisfaction with the learning experiences increased with the number of learning experiences completed. The questionnaire is appended. (KC)

ED 246 192 CE 039 152

Project on Teaching Charts and Graphs to ABE Students. Part I: Teacher's Guide [and] Part II: Transparency Assembly Package.
Renton Vocational Inst., Wash.

Spons Agency—Washington State Office of the State Superintendent of Public Instruction, Olympia. Div. of Adult Education and Community Schools.

Report No.—VE/201/84; VE/202/84

Pub Date—83

Note—93p.

Pub Type—Guides - Classroom - Teacher (052) — Non-Print Media (100)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, *Charts, *Classroom Techniques, Competency Based Education, *Content Area Reading, *Functional Reading, *Graphs, Guidelines, Instructional Materials, Lesson Plans, Mathematics Skills, Reading Skills, Vocabulary, Vocabulary Development

The teacher's guide and collection of transparency masters are designed for use in teaching adult basic education (ABE) students how to read and interpret graphs and charts. Covered in the individual lessons of the instructional unit are the reading and interpretation of charts as well as picture, line,

bar, and circle graphs. Each unit contains a detailed lesson plan that includes instructions for presenting the vocabulary and mathematical concepts addressed in three separate graphs or charts, a student worksheet along with instructions for its presentation, and an answer key for the worksheet. Throughout the instructional unit, graphs and charts are presented that deal with such relevant topics as taxes, alcohol intake, jobs, earnings, population growth, government spending, clothing sizes, and comparison shopping for computers and checking accounts. The transparency masters include a series of picture, bar, line, and circle graphs and charts dealing with such topics as the number of farms in the United States, the effects of alcohol on the body, tax exemptions, oil consumption, jobs in Washington State, the distribution of earnings in the United States, monthly rainfall, the prison population, household income, government income, government spending, sizes of sweat pants, a comparison of computers, and budget deficits. A brief discussion of procedures for displaying transparency masters and suggestions for presenting these particular transparency masters are provided. (MN)

ED 246 193 CE 039 168

Seng, Law Song

Trend of Vocational Training in Singapore. VITB

Paper No. 1.

Vocational & Industrial Training Board, Singapore.
Pub Date—84

Note—29p.; Paper presented at the Industrial and Vocational Education and Training

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Development, *Educational History, Foreign Countries, *Job Training, Postsecondary Education, Program Development, Secondary Education, Technical Education, *Vocational Education, Vocational Schools

Identifiers—*Singapore
Prior to 1960 vocational and technical education in Singapore received little attention. After Singapore attained self-government in 1959, a policy of diversification to accelerate economic growth through industrialization was adopted. The emphasis then shifted to technical education and training. In 1964 there was a significant move towards the establishment of secondary vocational schools and the first vocational institute was initiated; the secondary vocational schools were later phased out in favor of vocational institutes. The Industrial Training Board (ITB) was created in 1973 to centralize, coordinate, and intensify industrial training. The ITB and the Adult Education Board established in 1960 were merged into a single national authority responsible for vocational training—the Vocational and Industrial Training Board. The significant factors that have impinged upon the trend of vocational training have been the limited human resources, the New Education System of 1980, and the strategy of high economic growth based on industrial restructuring. Recent developments and major efforts to consolidate the training system have been the expansion of training capacity, refinement of the training system, and upgrading of the existing work force. Four tables and four figures are appended that depict full- and part-time enrollment, apprentice registration, and organizational structures in the educational system. (YLB)

ED 246 194 CE 039 169

Seng, Law Song

Co-ordination between Vocational Education & Vocational Training in Singapore. VITB Paper No. 2.

Vocational & Industrial Training Board, Singapore.
Pub Date—84

Note—25p.; Paper presented at the Industrial and Vocational Education and Training Conference (Taipei, Taiwan, December 1983)

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *Coordination, *Educational Cooperation, Foreign Countries, Institutional Cooperation, *Job Training, *Labor Force Development, Postsecondary Education, Prevocational Education, Secondary Education, *Vocational Education

Identifiers—*Singapore

In this paper the system of coordination within the broader framework of education and technical manpower training is examined. The development of technical education in the schools and of pro-

grams offered by the public institutions is first described. A discussion follows regarding technical manpower training, the responsibility for which lies outside the school system and which is undertaken by different public institutions. Coordination of technical manpower development is considered. The closely linked system of progression between the schools and vocational training is then elaborated upon by focusing attention on the joint efforts of the Ministry of Education (MOE) and the Vocational and Industrial Training Board (VITB) in introducing a mechanism of automatic registration and a Pre-Vocational Training (PVT) program. Two tables and three figures are attached that depict areas of study in the technical education program, proposed PVT projects, the system of automatic registration, and features of the MOE-VITB system of progression. (YLB)

ED 246 195 CE 039 170

Seng, Law Song

Technological Education in Singapore: A Country Report. VITB Paper No. 3.

Vocational & Industrial Training Board, Singapore.
Pub Date—84

Note—28p.; Paper presented at the Silver Jubilee Seminar on "Technological Education in ASEAN: Issues and Options for the 80's" (Shah Alam, Selangor, Malaysia, December 10-12, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational Development, *Educational History, Foreign Countries, Labor Force Development, Postsecondary Education, Secondary Education, *Technical Education, Vocational Education, *Vocational Training Centers

Identifiers—*Singapore

The objective of this paper is to provide a comprehensive review of the total system of technological education in Singapore. The educational system, its history, and its response to technological needs are first briefly described. A discussion follows of the evolution of the various infrastructures, including the National University of Singapore, Singapore Polytechnic, Ngee Ann Technical College, the Vocational and Industrial Training Board (VITB), Economic Development Board training centers, and VITB-approved training centers. Some major changes that the various infrastructures within the total education and training system have made to respond to economic restructuring in the 1980s are then described. These include the New Education System in the schools, school program revision, a VITB project to develop a Resource and Staff Training Centre, expansion of computer studies, and the recommended establishment of the Nanyang Technological Institute to train engineers. (YLB)

ED 246 196 CE 039 172

Wendling, Wayne R.

The Plant Closure Policy Dilemma. Labor, Law and Bargaining.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-020-1

Pub Date—84

Note—173p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (\$11.95 paperback; \$16.95 hardcover, ISBN 0-88099-019-8; quantity discounts available).

Pub Type—Opinion Papers (120) — Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Arbitration, Business Responsibility, Case Studies, *Collective Bargaining, Court Litigation, Dislocated Workers, *Employer Employee Relationship, Employment Practices, Employment Problems, Industrial Structure, Industry, *Labor Legislation, Labor Market, Labor Problems, *Labor Relations, *Negotiation Agreements, Negotiation Impasses, Older Adults, Productivity, Salary Wage Differentials, *Unions

Identifiers—Case Law, *Plant Shutdown

In 1982 plant closings in the United States affected approximately 1 percent of the country's manufacturing facilities and 1 percent of its manufacturing labor force. Included among the reasons cited for plant closings were low productivity, high wages, and inflexible work rules. Given the nature of the reasons for plant closings and the magnitude of the problem, collective bargaining may be the

most appropriate institution to solve the problem. Collective bargaining can address the specific issues in a plant and may lead to a solution to meet the needs of both management and labor. An examination of the case law that has evolved in the formulation of judicial interpretations of the duty to bargain and the actual contract provisions negotiated in major collective bargaining agreements helps to place into perspective the role that collective bargaining can play in averting plant closings. Assuming that plant closure is a mandatory topic of bargaining, it is recommended that bargaining occur in, and only in, those instances in which there is a real probability that bargaining could lead to a solution. In no instance, however, should more than 90 days be permitted to elapse between the notice of closure and the resolution of the problem, be it a new agreement permitting continued operations or closure of the plant. (Appended to this report is a discussion of the special impact of plant closings on older adults.) (MN)

ED 246 197

CE 039 173

Gaining Employment through Traineeships.
K. N. Associates, Wyomissing Hills, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—Mar 83
Note—68p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adult Programs, Cooperative Programs, *Counseling Techniques, Educational Benefits, Educational Opportunities, Education Work Relationship, *Employment Counselors, Employment Interviews, *Employment Opportunities, Experiential Learning, Field Experience Programs, Guidelines, Job Placement, Job Search Methods, Job Training, Postsecondary Education, Program Development, Program Implementation, *Trainees, Training Methods, Training Objectives, *Work Experience Programs
Identifiers—*Traineeships

This handbook is designed to provide a framework to assist resource persons in counseling adult students seeking a method for gaining access to employment. Presented first are an overview of the handbook and suggestions for its use. The next chapter deals with the characteristics of a traineeship and the benefits of traineeships to trainees and sponsors alike. In the third chapter, outlined in a discussion of setting up a traineeship, are procedures for assessing job preferences, identifying training centers, developing training contracts, and adapting to traineeships. The final chapter of the guide, an examination of the transfer from a traineeship to a job, covers marketing the traineeship, discovering job openings, interviewing for employment, and developing occupational adaptability. (MN)

ED 246 198

CE 039 177

Moore, Lawrence H. Jackson, Sharon.
Adult Basic Education. The Kentucky Experience.
Murray State Univ., KY. Office of Extended Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Div. of Adult Education.
Pub Date—Jun 84

Note—145p; Prepared in conjunction with the Training Manual Advisory Committee.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Basic Education, Adult Learning, *Adult Programs, *Adult Students, Basic Skills, *Classroom Techniques, Educational Diagnosis, Educational Objectives, Educational Strategies, Educational Testing, Employment Potential, Enrollment, Guidelines, Informal Assessment, Inservice Teacher Education, Instructional Materials, Interviews, Job Skills, Mathematics Skills, Postsecondary Education, Program Evaluation, *Program Implementation, Reading Skills, Records (Forms), State Programs, Student Characteristics, Student Evaluation, Student Recruitment, *Teaching Methods

Identifiers—310 Project, *Kentucky

This manual is intended for use in training new and first-year adult basic education (ABE) teachers in Kentucky. Discussed in the introductory chapter are the roots of ABE in Kentucky, the basic goals and objectives of ABE, and the ways in which programs are established and operated locally. Next, the characteristics of adult students are examined. Addressed in the remaining chapters of the manual are the following aspects of developing and imple-

menting an ABE program: recruitment; enrollment; interviews; assessment, diagnosis, and prescription; evaluation; disengagement; reading and mathematics; materials in ABE; and employability skills. Appendixes to the guide contain various forms for use in administering an ABE program, a troubleshooter sheet, a list of ABE publishers, a special adult census report, the PERC Auditory Discrimination Test, a sample passage from the Slosson Oral Reading Test, an ABE case study, an application and practice form for the General Educational Development (GED) Test, a table of Kentucky poverty levels organized by county, procedures for diagnosing learning problems, a list of learning disabilities resources, and a sheet of test-taking tips. Concluding the manual is a bibliography on ABE. (MN)

ED 246 199

CE 039 178

Brady, Elaine.
Partnerships in the New Employment and Training System. Survey Report II. Job Training Partnership Act Research Findings.
National Alliance of Business, Inc., Washington, D.C.

Report No.—CL/054/75; ISBN-0-88713-602-8

Pub Date—May 84

Note—17p; For Survey Report I, see ED 239 088. Available from—National Alliance of Business, 1015-15th Street, NW, Washington, DC 20005 (\$3.75; 10 or more—\$3.35 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperative Programs, *Coordination, Delivery Systems, Economic Development, Educational Cooperation, Educational Legislation, Employment Potential, *Employment Programs, Employment Services, Federal Legislation, Job Skills, *Job Training, Linking Agents, National Surveys, Postsecondary Education, Program Effectiveness, Program Implementation, Public Agencies, *School Business Relationship, State Agencies, Welfare Services
Identifiers—*Job Training Partnership Act 1982, *Private Industry Councils, Private Sector, Public Sector

A study examined the level and type of integration and coordination that exist among local employment and training practitioners and local and state educational agencies and institutions in the delivery of employment and training services as mandated by the Job Training Partnership Act (JTPA). To gather data for the study, researchers conducted structured telephone interviews of 583 local employment and training service providers. Based on these data, it appeared that the average private industry council (PIC) consisted of 25 members: 14 from the business sector, 3 from education, 2 from organized labor, 2 from community-based organizations, 1 each from the rehabilitation, employment, service, and economic development sectors, and 1 from other miscellaneous areas. Educational institutions, both public and private, were much more likely to provide training rather than administrative services. A far greater number of service delivery areas (SDAs) were using educational institutions to provide skill training rather than employability development. Less than 10 percent of the respondents specifically stated that they would use public assistance agencies to provide support services to welfare clients using JTPA training. Nearly one-third of the SDAs had developed agreements (financial or otherwise) with local economic development organizations and nearly 100 interviewees said that the SDA would work closely with new and expanding businesses. (MN)

ED 246 200

CE 039 179

Dislocated Workers.
National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—84

Grant—99-4-454-98-327-02

Note—90p.

Available from—National Alliance of Business, 1015-15th Street, NW, Washington DC 20005 (\$12.50).

Journal Cit—NAB Clearinghouse Quarterly; v1 n1 Spr 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Citations (References), Com-

munity Programs, *Demonstration Programs, *Dislocated Workers, Employer Attitudes, Employment, Employment Problems, *Job Layoff, Job Skills, Job Training, Postsecondary Education, *Program Development, Program Effectiveness, *Program Implementation, Reentry Workers, Resources, *Retraining, State Programs, Technological Advancement, Unemployment, Unions, Vocational Education

This document is the first issue of a National Alliance of Business publication designed to present proven solutions, cutting-edge strategies, and comprehensive reference materials and to examine in depth in each issue a critical issue related to public/private employment and training partnerships. This first issue addresses one of the most significant problems facing the United States today—the unprecedented numbers of dislocated workers resulting from plant closings, mass layoffs, and other effects of the fundamental restructuring of the national economy. The Quarterly contains four sections. The first section presents an overview of the problem of dislocated workers, with some details on their numbers and possible approaches to helping them. Following this section, the 12 "Bulletins" in this issue illustrate the new types of partnerships and programs being developed by companies, unions, states, communities, private industry councils, and other organizations working cooperatively to pool resources and expertise. Each "Bulletin" includes information on program planning, implementation, governance structure, funding, and results. Problems encountered and innovative solutions are highlighted. The last two sections of the Quarterly contain respectively a bibliography and background materials (state contracts for Title III dislocated workers programs and "WorkAmerica" reprints). (KC)

ED 246 201

CE 039 180

A Nation at Work: Education and the Private Sector.

National Advisory Council on Vocational Education, Washington, D.C.; National Alliance of Business, Inc., Washington, D.C.

Report No.—ISBN-0-88713-700-8

Pub Date—Apr 84

Note—44p.

Available from—National Alliance of Business, 1015-15th Street, NW, Washington, DC 20005 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Needs, Educational Objectives, Educational Technology, Educational Trends, *Education Work Relationship, *Employer Attitudes, Employment Potential, Futures (of Society), Job Skills, Job Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, *Program Improvement, *School Business Relationship, Secondary Education, Technological Advancement, *Vocational Education

This report is based on five regional forums held in 1983 on the topic of business and vocational education. The forums, conducted in cooperation with the National Commission for Employment Policy and the State Advisory Councils on Vocational Education, provided the opportunity for an exchange of ideas and information with representatives of the private sector. Employers discussed their perceptions of vocational education and education generally, their expectations, and areas where improvements are needed. Several themes were heard repeatedly throughout the forums. One was the reliance of employers on high quality vocational programs to provide trained workers. Another was a desire to see improvement in all areas of vocational education to bring programs up to the highest standards and keep them abreast of the latest developments in technology and skill requirements. Also stressed was the need for greater relevance in education generally to the requirements of the workplace so that all students will be prepared to function when they move into the world of work. The businesses represented were willing to work in partnership with education to help improve quality. (This report contains an overview of the forums, a discussion of business-education partnerships, and conclusions and recommendations by the Council.) (KC)

ED 246 202

CE 039 181

Salvo, Joseph J. McNeil, John M.
Lifetime Work Experience and Its Effect on Earn-

Ing: Retrospective Data from the 1979 Income Survey Development Program.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Jun 84

Note—32p; Document contains small type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit—Current Population Reports; Series P-23 n136 Jun 1984

Pub Type—Numerical/Quantitative Data (110)—Reports—General (140)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Black Employment, Blacks, Education Work Relationship, *Employed Women, *Employment Experience, Employment Level, *Employment Patterns, Employment Problems, Employment Statistics, Females, *Hispanic Americans, Job Layoff, Labor Force Nonparticipants, Males, Minority Groups, Reentry Workers, *Salary Wage Differentials, Whites, Working Hours

Identifiers—Income Survey Development Program 1979, *Work Interruptions

This study presents data from the 1979 Income Survey Development Program (ISDP) on lifetime work interruptions and examines the relationship between work interruptions and earnings. Descriptive data showing the extent to which men and women have experienced work interruptions are presented, followed by an analysis of the impact of work interruptions on earnings. The tables in the report show the proportion of persons with work interruptions and the proportion of potential work years spent away from work for the reasons surveyed. Work interruptions were reported by sex; by race and Spanish origin; by years of school completed; by occupation; and by life-cycle status. The data were gathered by a panel survey of approximately 9,000 households that were visited at three-month intervals over a period of a year and a half beginning in February, 1979. The data were then inflated to represent the civilian noninstitutional population of the United States and members of the armed forces living off post or with their families on post. The data presented cover persons 21 to 64 years of age who ever worked. (The study concludes that work interruptions explain only a small proportion of the earnings differential between men and women.) (KC)

ED 246 203

CE 039 182

Carson, Stuart B. And Others.

Integrated Training System for Air Force On-the-Job Training: Specification Development. Final Technical Paper.

SAI Comsystems, San Diego, CA.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TP-83-54

Pub Date—Mar 84

Contract—F33615-80-C-0019

Note—173p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Computer Managed Instruction, *Computer Oriented Programs, Educational Technology, Educational Trends, Futures (of Society), Military Personnel, *Military Training, *On the Job Training, Postsecondary Education, Program Effectiveness, *Program Evaluation, *Systems Development, Vocational Education

Identifiers—*Air Force

The Air Force conducted this study for two purposes: (1) to define the system of Air Force On-the-Job Training (OJT); and (2) to prepare a set of functional specifications for an integrated, base-level OJT evaluation and management system with linkages to the Major Commands and Air Staff. The study was conducted in four phases. During the first phase, the requirements for an effective OJT system were defined. This phase was followed by a feasibility analysis of computer-based Integrated Training System (ITS) design alternatives. In the third phase, ITS specifications were developed, while ITS development and demonstration alternatives were analyzed in the final phase. The study concluded that there is great potential for increasing the effectiveness and efficiency of mission-oriented training by the application of computer technology to the functions of instructional management, scheduling, reporting, external evaluation, and recordkeeping. (Author/KC)

ED 246 204

CE 039 185

Active Older Americans and Opportunities for Employment. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session (Redding, California).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Pub Date—1 Dec 83

Note—99p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Adult Day Care, *Age Discrimination, Aging (Individuals), Dislocated Workers, *Employment, Employment Problems, *Equal Opportunities (Jobs), Federal Legislation, Hearings, Labor Force Nonparticipants, Middle Aged Adults, *Older Adults, Part Time Employment, *Personnel Policy, Preretirement Education, Retirement, Retirement Benefits, Retraining, Social Services, Unemployment

Identifiers—Congress 98th, Older Americans Act 1965, Social Security

This document is a transcript of a Congressional hearing on the employment opportunities and problems of older Americans. During the hearing, representatives from various social service agencies, local government agencies, and senior citizen groups, along with some employers of older workers, testified about the problems that older persons have finding employment and about their needs for more income. Some of the issues raised in the testimony and prepared statements submitted by the witnesses included the disincentives that retirement plans and forced retirement create for older workers, the earnings test of Social Security that makes it less desirable for older persons to work, and the stereotypes many employers entertain in refusing to hire older workers. On the other hand, some employers who have hired older workers testified that the seniors make extremely reliable, dedicated, and able employees, and that they often surpass younger workers in knowledge and devotion to the job. Suggestions were made for legislation that would increase the age discrimination prohibition age, and provide financial incentives to private sector employers to hire older persons. (KC)

ED 246 205

CE 039 186

National Survey of Professional Administrative, Technical, and Clerical Pay, March 1983. Bulletin 2181.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Sep 83

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-001-02763-0).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adults, *Clerical Occupations, Employment Level, *Employment Statistics, *Managerial Occupations, National Surveys, Occupational Clusters, Occupational Information, Occupational Surveys, *Professional Occupations, Salaries, *Technical Occupations, *Wages

Identifiers—United States

This survey, 24th in an annual series, provides nationwide salary data for 24 occupations spanning 101 work level categories. This information was collected from establishments in all areas of the United States except Alaska and Hawaii. The following major industrial groups were surveyed: mining; construction; manufacturing; transportation; communications, electric, gas, and sanitary services; wholesale trade; retail trade; finance, insurance, and real estate; and selected services. The minimum size of the establishments surveyed was either 50, 100, or 250 employees, depending on the industry. The approximately 44,000 establishments within the scope of the survey employed slightly more than 22 million workers; just over 45 percent were professional, administrative, technical, and clerical employees. The survey presents separate occupational data for metropolitan areas and for establishments employing 2,500 workers or more. Other information contained in the data includes changes in salary levels, employment statistics, average salaries, salary distributions, pay differences by industry, and

average standard weekly hours. Appendixes to the document describe the scope and method of the survey, validate the job matches, define occupations, and compare salaries in private industries with salaries of Federal employees under the General Schedule. (KC)

ED 246 206

CE 039 187

Weitin, Mary M. Popelka, Beverly A. Evaluation of the ASVAB 8/9/10 Clerical Composite for Predicting Training School Performance. Technical Report 594.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-TR-594

Pub Date—Oct 83

Note—33p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Achievement, *Aptitude Tests, Armed Forces, *Clerical Occupations, Military Personnel, *Military Training, Objective Tests, Occupational Tests, Performance Tests, Postsecondary Education, Prediction, Predictive Measurement, *Predictive Validity, Student Evaluation, Test Format, Test Interpretation, Test Items, *Test Reliability, Test Results, *Test Validity

Identifiers—*Armed Services Vocational Aptitude Battery, Army

The composite of Armed Services Vocational Aptitude Battery (ASVAB) subtests used to select applicants for entry-level training in Army clerical schools was evaluated by correlating composite scores with training performance scores. Comparisons were made between the multiple R for this optimal set of predictors and that for the composite of subtests currently used for clerical classification. In 9 of the 12 samples studied, a mathematics subtest (either arithmetic reasoning or mathematics knowledge) had the highest single-predictor validity correlation with course grade criteria. When the subsamples were combined, a composite of arithmetic reasoning, paragraph comprehension, and mathematics knowledge test scores had the highest multiple R with the criterion, significantly higher than the correlation obtained for the composite of subtests currently used. The results of the evaluation will be used by the Deputy Chief of Staff for Personnel to consider modifications of the clerical aptitude area composite that would raise the expected performance of soldiers in clerical occupations. (Author/KC)

ED 246 207

CE 039 188

Harden, Thomas K.

Adult Students in Industrial Arts Teacher Education.

Pub Date—25 Jul 84

Note—22p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *Career Choice, Higher Education, Industrial Arts, *Industrial Arts Teachers, Nontraditional Students, *Preservice Teacher Education, Self Actualization, Student Attitudes, *Student Characteristics, Student Motivation, *Student Recruitment

Because of the need for increased numbers of qualified industrial arts teachers, this study was designed to identify factors that influence the choice of industrial education as a major for adult students in certification programs throughout the United States. A representative sample of adult students in industrial education departments of colleges throughout the country was identified and questionnaires were mailed to them with 242 usable questionnaires returned. The results of the study indicate that most adult students are preparing for their second careers. Half of them decided to study industrial arts while working and not attending classes. Most adult students in industrial arts are upperclass or graduate students, and most have served at least one year in active military service. About two-thirds are self-supporting, and most work while going to school. In general, adult students did not perceive recruitment practices used by colleges to be effective. However, practices entailing personal contact with industrial arts professionals were considered effective. Personal interest, personal preference, and personal improvement were factors that were considered to be important to adult students' selection of industrial arts as a major. Factors related to making contributions to others were also rated highly. The study concluded that recruitment efforts aimed at adults must be carefully planned and

based on the identified characteristics of potential students. (Author/KC)

ED 246 208 CE 039 189

Lein, Laura

Women and Family Life.

Pub Date—29 Jun 84

Note—30p.; Paper presented at the National Conference on Women, the Economy, and Public Policy (Washington, DC, June 19-20, 1984). For other conference papers, see CE 039 190-192. Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Birth Rate, Day Care, Demography, Divorce, *Employed Women, *Employment Patterns, Family Counseling, *Family Life, *Family Programs, *Family Structure, Federal Legislation, Females, Influences, Labor Force, Needs Assessment, Policy Formation, Public Policy, Quality of Life, Salary Wage Differentials, Services, Sex Discrimination, Sex Role, *Social Change, Social Services, Social Structure

Increases in the divorce rate, decreases in women's childbearing, and increases in women's participation in the labor force represent three major trends that have had a great impact on women and on the family as a setting in which to work, raise children, and control resources. Although women's employment is clearly related in part to their increasing recognition of the importance of self-development and some measure of independence, two-thirds of America's employed women have a very clear and present economic need. In addition, increasing numbers of women are recognizing that they will, in all probability, be both homemakers and wage earners. Nevertheless, women's paid employment creates pressure for changes in the internal dynamics and organization of family life. With increasing frequency, men must assume tasks traditionally thought of as women's responsibility, a process that is not without problems for families. To help alleviate these problems, policymakers must develop policies to provide for adequate child care, sufficient wages to permit families to afford child care, stronger safety nets to support families in crisis, and continuing preventive services for families. (MN)

ED 246 209 CE 039 190

Barrett, Nancy S.

Women as Workers.

Pub Date—Mar 84

Note—52p.; Paper presented at the National Conference on Women, the Economy, and Public Policy (Washington, DC, June 19-20, 1984). For other conference papers, see CE 039 189-192. Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Day Care, *Demography, Economic Change, Economic Status, *Employed Women, Employment Opportunities, *Employment Patterns, Employment Practices, *Employment Problems, Equal Opportunities (Jobs), Family Programs, Federal Legislation, *Females, Finance Reform, Flexible Working Hours, *Labor Force, Labor Legislation, Laws, Living Standards, Needs Assessment, Older Adults, Part Time Employment, Policy Formation, Poverty, Public Policy, Retirement Benefits, Salary Wage Differentials, Services, Sex Discrimination, Sex Fairness, Social Change, Social Services, Tax Rates, Trend Analysis, Welfare Services

Identifiers—Social Security

As increasing numbers of women make the transition from the household sector into the labor market, dramatic changes in household composition have occurred that have thrust many women into the role of provider. This new role for women has led to dramatic and rapid changes in attitudes, as well as in the institutions and laws relating to women's work roles and conditions of employment. Despite the rapid change in women's work roles associated with the transformation of the household, a significant gap still exists between the pay received by men and that received by women. One consequence of this gap has been the feminization of poverty, a problem that affects younger and older women alike. Included among the many needs created by the transformation of the household are the need for social services for families, for flexible working arrangements and increased part-time employment opportunities, and for eliminating existing inequalities in the tax laws and in Social Security. A policy agenda for working women must begin by

rejecting outmoded stereotypes about women's work and by recognizing the needs of women as providers. Particularly needed are provisions guaranteeing equal pay, adequate child care and support services, and equal employment opportunity for members of both sexes. (MN)

ED 246 210 CE 039 191

Malveaux, Julianne

The Status of Women of Color in the Economy: The Legacy of Being Other.

Pub Date—Jun 84

Note—52p.; Paper presented at the National Conference on Women, the Economy, and Public Policy (Washington, DC, June 19-20, 1984). For other conference papers, see CE 039 189-192. Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Black Employment, Black Mothers, Blacks, Economic Status, *Employed Women, Employment Level, *Employment Patterns, Employment Practices, *Employment Problems, *Females, Hispanic Americans, History, Labor Force, Labor Market, Living Standards, *Minority Groups, Needs Assessment, *Racial Discrimination, Salary Wage Differentials, *Sex Discrimination, Tables (Data), Trend Analysis

Black, Latina, and Asian women generally work in jobs that are less well-paying and lower on the occupational hierarchy than are the jobs held by their white counterparts. In addition, these women of color face higher unemployment rates than do white women. Whereas the entry of large numbers of white women into the work force is a fairly recent phenomenon, black women have had a high and steady rate of employment dating back to the 1800s. Hispanic women share many labor market similarities with black women. In the period from 1960 to 1980, the number of black private household workers began to decline as the proportion of black, female clerical workers increased; however, black women were still more heavily represented in blue-collar women's jobs than were white women. Like their black counterparts, Hispanic and Asian women tend to be overrepresented in certain low-paying, low-status jobs. Despite the fact that women of color generally receive substantially lower wages than do white women, more of them are likely to be employed full time and to be working for economic reasons than are white women. The wage gap that exists between white and nonwhite women has many implications for the family, a situation that must be addressed by policymakers. (Appended to this report are 11 tables detailing employment and wage patterns of white and minority group women.) (MN)

ED 246 211 CE 039 192

Keyserling, Mary Dublin

The Status and Contributions of American Women in the Economy, 1950-1953.

Pub Date—Jun 84

Note—18p.; Paper presented at the National Conference on Women, the Economy, and Public Policy (Washington, DC, June 19-20, 1984). For other conference papers, see CE 039 189-191.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demography, Economic Development, Economic Factors, Economic Status, *Employed Women, *Employment Level, *Employment Patterns, Employment Problems, *Females, Influences, *Labor Force, Living Standards, Needs Assessment, Older Adults, Poverty, Public Policy, Quality of Life, *Salary Wage Differentials, Sex Discrimination, Sex Role, Trend Analysis

Identifiers—Comparable Worth

Although the role of women in the American economy has come a long way in the years since 1950, women have made relatively little progress in quite a number of areas. In the years during and after World War II, women's employment has increased significantly, with married women being the ones who have entered the work force most rapidly. Despite the rapid rise in women's labor-force participation, working women remain concentrated in traditionally female-dominated, relatively low-paying occupational fields. A large majority of women work because they need money; however, the median annual income of women still lags far behind that of their male counterparts. Contrary to popular

belief, the rapid increase in the employment of women has not been accompanied by a rise in family living standards or by a decline in the poverty level. The plight of elderly women is especially serious, with the median income of women over the age of 65 being equal to 58 percent of that of males in the same age group (1982). Recent events such as the proliferation of comparable worth cases and Congressional recognition of the inequalities of Federal pay scales provide hope that wage discrimination against women will lessen significantly over the years to come. (MN)

ED 246 212 CE 039 194

The Tribes Approach. A Resource Manual for Educators of Rural Adults.

Tallahassee Urban League, Inc., FL.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date—Jul 84

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Career Awareness, Consumer Education, Daily Living Skills, Economically Disadvantaged, *Educationally Disadvantaged, Health, Learning Activities, Money Management, Nutrition, Program Descriptions, *Program Development, Program Implementation, Recruitment, *Rural Areas, Rural Education, Rural Population, Safety, *Self Help Programs, Teaching Guides

Identifiers—310 Project, *Tribes Process

Intended for use as a planning tool by adult educators and program administrators, this manual is designed to offer guidance for the development of instructional, self-help, and training programs geared toward rural adults with low education and/or skills. Part I focuses on the "Tribes" process, an educational strategy built around positive peer support as a means of promoting learning and emotional development. A special demonstration project is outlined that was undertaken in Leon County, Florida, to teach basic life survival skills to undereducated rural adults by introducing the tribes process to their learning environment. Project accomplishments and strengths and weaknesses are presented. Part II extracts from the experiences described in part I the key implications and recommendations for enhancing effectiveness when working with economically disadvantaged rural adults. Implications and recommendations are made relevant to program development, participant recruitment, and program implementation. Part III offers examples of group and individual learning projects and activities that can be used to help special populations to improve their basic life coping skills. These activities and/or projects are listed under four basic skills areas: consumer awareness; health, safety, and nutrition; work/career awareness; and financial management. (YLB)

ED 246 213 CE 039 196

Kydd, Loring S. Southworth, Warren D.

Maine's Exemplary Project in Entrepreneurship Education. An Experimental Pilot Program in Vocational Education Conducted at Two Sites on Two Levels.

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date—20 Jun 84

Note—59p.

Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Articulation (Education), *Career Education, Community Cooperation, Cooperative Programs, Demonstration Programs, Economic Development, *Educational Cooperation, Education Work Relationship, *Entrepreneurship, Financial Support, Pilot Projects, Postsecondary Education, *Program Development, *Program Implementation, *Program Improvement, School Business Relationship, Secondary Education, Small Businesses, Vocational Education

Identifiers—Maine (Bangor)

A pilot project was conducted in Bangor, Maine, to develop an entrepreneurship course and test it with secondary and postsecondary students. Following development of a plan and formation of an advisory committee composed of local entrepreneurs, bankers, representatives of economic development agencies, and legislators, a director was

hired to coordinate the project, teach the classes, develop relationships with related agencies, and generate funding. A total of 90 secondary and post-secondary students participated in the once-weekly courses. Evaluation of the pilot course showed that entrepreneurial characteristics exist among a broad and diverse student body of all ages; that these characteristics can best be identified among vocational students who have strong career interests; that the students were satisfied with the course, that the use of outside speakers was effective; that cooperation with the economic development community was valuable; that additional funding was needed; and that the project definitely should be continued. Recommendations for changes included the development of more and better text materials and expansion of the program to twice a week. (KC)

ED 246 214

CE 039 198

Ellsworth, Azi

A Curriculum in Employment: Women and the World of Work.

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—83

Note—135p.; Also sponsored by grants from the 12th Street Fund, Lutheran Church Women, and the Sun Company.

Available from—Lutheran Settlement House Women's Program, 10 East Oxford Street, Philadelphia, PA 19125 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Career Choice, Career Education, Classroom Techniques, Disadvantaged, Employment Opportunities, *Females, *Language Experience Approach, *Literacy Education, Minority Groups, *Nontraditional Occupations, Occupational Information, *Reading Instruction, Self Actualization, Student Educational Objectives, Student Motivation, *Teaching Methods, Time Management, Womens Education, Work Environment. Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-cultural area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of illiteracy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions, and language activities, such as phonics. The guide also contains information about the Women and the World of Work project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)

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ED 246 215

CE 039 200

Education for Technology Employment. Creating a Desirable Future—High Technology Education. Final Report 1983-84.

Will County Education Service Region, Joliet, IL. Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—84

Note—60p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Articulation (Education), Community Colleges, Computer Assisted Instruction, Coordination, Curriculum Development, Delivery Systems, Drafting, Educational Assessment, *Educational Cooperation, Educational Objectives, Educational Planning, Educational Quality, In-service Teacher Education, *Job Training, Post-secondary Education, Program Administration, Program Development, Program Evaluation, Program Implementation, Questionnaires, *Regional Planning, School Districts, Secondary Education, Staff Development, Surveys, *Technical Education, *Technological Advancement. Identifiers—Joliet Community College IL. Seven area high school districts, two area vocational centers, and Joliet Community College (JCC)

voluntarily joined together to develop a regional planning statement regarding objectives for a collaborative and coordinated high technology education program. As a part of this project, four high schools are working together with JCC to develop and implement an articulated computer-aided drafting curriculum. During the course of the project, monthly meetings were held with the chief vocational administrators in the community college district area. Included among the major accomplishments of the plan were the submission and approval of a regional quality assistance plan and a common set of quality indicators by all of the participating vocational administrators. As a result of the project, all of the vocational educational staff in Plainfield, Illinois, have been involved in an in-service program and in curriculum development on the subject of technological change and its impact on the work force. The collaborative and cooperative efforts of the school districts that have shared their resources and expertise during the project have resulted in a more effective and efficient delivery of employment education and in improved articulation among schools in the region. (Appended to this report are a series of project news releases.) (MN)

ED 246 216

CE 039 201

Electronic Principles I, 7-5. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—788p.; For related documents, see CE 039 202-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC32 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electric Circuits, Electronic Equipment, *Electronics, First Aid, Individualized Instruction, Learning Activities, Learning Modules, *Mathematics, Pacing, Post-secondary Education, Programmed Instructional Materials, Safety, Secondary Education, *Technical Education. Identifiers—Military Curriculum Project

This first of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. This block on DC circuits contains nine modules covering 53 hours of instruction on safety and first aid (2 hours); electronic mathematics (6); direct current and voltage (3); resistance, resistors, and schematic symbols (5); multimeter uses (6); series resistive circuits (5); parallel resistive circuits (5); series-parallel resistive circuits (13); and troubleshooting DC resistive circuits (8). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include two student texts; guidance packages for modules 3 through 10 containing objectives and review exercises; four programmed texts; and two handouts. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 217

CE 039 202

Electronic Principles II, 7-6. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—316p.; Portions of Plan of Instruction may be marginally legible due to poor print quality. For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electric Circuits, *Electric Motors, *Electronics, Engines, Individ-

ualized Instruction, Learning Activities, Learning Modules, *Magnets, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education. Identifiers—Military Curriculum Project

This second of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A prerequisite is the previous block. This block on AC circuits contains nine modules covering 44 hours of instruction on AC composition and frequency spectrum (7 hours); capacitors and capacitive reactance (6); magnetism (4); inductors and inductive reactance (5); transformers (4); relays (3); microphones and speakers (3); meter movements and circuits (5); and motors and generators (7). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text; nine guidance packages containing objectives, assignments, and review exercises for each module; and two programmed texts. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 218

CE 039 203

Electronic Principles III, 7-7. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—353p.; Portions of Plan of Instruction may be marginally legible due to poor print quality. For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electric Circuits, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Post-secondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education. Identifiers—Military Curriculum Project, *Troubleshooting

This third of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronics principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on RCL circuits contains nine modules covering 93 hours of instruction on oscilloscope (13 hours), series RCL circuits (19), parallel RCL circuits (8), troubleshooting series and parallel RCL circuits (7 hours), series resonance (11), parallel resonance (12), time constraints (12), filters (6), and coupling (5). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text; nine guidance packages containing objectives, assignments, and review exercises for each module; and two programmed texts. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 219

CE 039 204

Electronic Principles IV, 7-8. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—574p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Semiconductor Devices, *Technical Education, Transistors

Identifiers—Military Curriculum Project, *Solid State (Electronics), *Troubleshooting

This fourth of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on solid state principles contains five modules covering 72 hours of instruction on PN junctions and diodes (12 hours), transistors (12), amplifier principles (22), troubleshooting solid state amplifiers (12), and selected solid state devices (14). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text; five guidance packages containing objectives, assignments, and review exercises for each module; and a comprehensive programmed text on solid state devices. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 220 CE 039 205
Electronic Principles V, 7-9. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—323p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, *Technical Education

Identifiers—Military Curriculum Project, *Solid State (Electronics), *Troubleshooting

This fifth of 10 blocks of student and teacher materials for a postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on solid state power supplies and amplifiers contains eight modules covering 124 hours of instruction on solid state power supply rectifiers and filters (12 hours), solid state power supply regulators (7), troubleshooting solid state power supplies (36), troubleshooting solid state power amplifiers (38), solid state wideband amplifiers (7), saturable reactors and magnetic amplifiers (5), and synchro-servo systems (7). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text; eight guidance packages containing objectives, assignments, and review exercises for each module; and two handouts. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 221 CE 039 206
Electronic Principles VI, 7-10. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for

Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—339p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electric Circuits, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education

Identifiers—*Electric Generators, Military Curriculum Project, *Solid State (Electronics)

This sixth of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on solid state wave generating and wave shaping circuits contains nine modules covering 68 hours of instruction on principles of oscillations (5 hours), solid state LC oscillators (8), solid state RC oscillators (5), solid state frequency multipliers (4), solid state pulsed and block oscillators (8), solid state multivibrators (12), solid state sawtooth generators (8), solid state trapezoidal generators (7), and solid state limiters and clippers (11). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text; nine guidance packages containing objectives, assignments, review exercises and answers for each module; and two programmed texts. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 222 CE 039 207
Electronic Principles VII, 7-11. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—170p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, *Computation, *Computers, Course Content, Course Descriptions, *Data Processing, *Electric Circuits, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Mathematics, Number Systems, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education

Identifiers—Military Curriculum Project

This seventh of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on digital techniques contains five modules covering 35 hours of instruction on numbering systems and mathematical computations (7 hours); logic functions and boolean equations (7); logic circuits and diagrams (8); counters, registers, and storage devices (7); and digital/analog converters (6). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text and five guidance packages containing objectives, assignments, review exercises, and answers for each module. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized

instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 223 CE 039 208
Electronic Principles VIII, 7-12. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—213p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education

Identifiers—Electric Generators, Military Curriculum Project

This eighth of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on principles and applications of electron tubes contains seven modules covering 39 hours of instruction on electron tube characteristics and diodes (4 hours); triodes (7); multigrid electron tubes (4); special purpose electron tubes (5); electron tube audio amplifiers (5); electron tube RF amplifiers, cathode followers, DC amplifiers and triode limiters (5); and thyratron sawtooth generator, phantastron, and electron tube series voltage regulator (9). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text and seven guidance packages containing objectives, assignments, review exercises, and answers for each module. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 224 CE 039 209
Electronic Principles IX, 7-13. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—413p.; For related documents, see CE 039 201-210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Behavioral Objectives, *Communications, Course Content, Course Descriptions, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education

Identifiers—Military Curriculum Project, *Troubleshooting

This ninth of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on transmit and receive systems contains 11 modules covering 61 hours of instruction on heterodyning (4 hours), modulation (7), demodulation (5), transmission lines (7), antennas (8), AM systems (7), FM systems (5), single sideband systems (4), pulse modulation systems (4), troubleshooting techniques (4), and receiver troubleshooting (6). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion

tion objectives, and support materials needed. Student materials include a student text; 11 guidance packages containing objectives, assignments, review exercises, and answers for each module; three programmed texts; and a student handout. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 225 CE 039 210

Electronic Principles X, 7-14. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—75

Note—227p; For related documents, see CE 039 201-209.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, *Communications, Course Descriptions, *Electronic Equipment, *Electronics, Individualized Instruction, Learning Activities, Learning Modules, Pacing, Postsecondary Education, Programmed Instructional Materials, Secondary Education, *Technical Education, Telecommunications

Identifiers—Military Curriculum Project, *Soldering

This tenth of 10 blocks of student and teacher materials for a secondary/postsecondary level course in electronic principles comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Prerequisites are the previous blocks. This block on microwave devices and soldering contains five modules covering 27 hours of instruction on waveguides and cavity resonators (6 hours), microwave amplifiers and oscillators (8), soldering tools and materials (3), soldering and desoldering procedures (7), and multiconductor and coaxial cable fabrication (3). Printed instructor materials include a plan of instruction detailing the units of instruction, duration of the lessons, criterion objectives, and support materials needed. Student materials include a student text and five guidance packages containing objectives, assignments, review exercises, and answers for each module. A digest of the modules in the block is provided for students who need only to review the material. Designed for self- or group-paced instruction, the material can be adapted for individualized instruction. Additional print and audiovisual materials are recommended but not provided. (YLB)

ED 246 226 CE 039 215

Rothberg, Diane, Ed.

Part-Time Employment in America. Highlights of the First National Conference on Part-Time Employment.

Association of Part-Time Professionals, McLean, VA.

Pub Date—Apr 84

Note—101p.

Available from—Association of Part-Time Professionals, P.O. Box 3419, Alexandria, VA 22302 (\$19.95, plus \$2.00 postage and handling; quantity price—\$17.95, plus \$2.00 postage and handling).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Attitude Change, Career Education, *Employed Women, *Employee Attitudes, *Employer Attitudes, *Employment Patterns, Federal Legislation, Fringe Benefits, Individual Needs, Labor Market, Labor Supply, Negative Attitudes, Older Adults, *Part Time Employment, Program Development, Unions

In these addresses and panel and workshop presentations, experts from business, congressional, union, academic, and nonprofit association sectors provide a look at part-time employment issues of concern to workers, employers, and public policy officials. They describe the place of part-time workers in today's labor force; the needs of older work-

ers, women, and families for more part-time opportunities; and the response of employers and unions. The keynote address offers a profile of the part-time worker. Four presentations from a panel on the workers' mandate for part-time employment focus on the needs of older workers, the growth of the female part-time work force, a family perspective on part-time work issues, and union representation of part-time employees. The five presentations from a panel on employers' responses describe employers' views of the benefits and problems of part-time employment and offer some examples of part-time employment. The luncheon address deals with changing negative attitudes toward part-time employment. Five workshop presentations concern planning a part-time program, setting up employee benefit packages, children of working parents, working part-time after retirement, and government action to assist part-timers. (YLB)

ED 246 227 CE 039 216

Rockwell, S. Kay And Others

4-H's Influence on Advanced Training, Careers and Leadership Roles in Adulthood.

Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

Pub Date—Apr 81

Note—110p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, *Agricultural Education, *Career Choice, Career Education, Career Exploration, Higher Education, *Home Economics, *Influences, *Leadership, Leadership Training, Participation, Postsecondary Education, Vocational Education, *Youth Clubs

Identifiers—4H Clubs, Informal Education

A study explored how adults felt their 4-H experience contributed to their selection of advanced education and/or a career and helped them with leadership skills in their occupations or community activities. To obtain data, a questionnaire was mailed to former 4-H members aged 25 to 35 in northeast Nebraska; 318 questionnaires were returned. Results indicated a significant number of 4-H members growing up in rural areas move to urban areas as adults. Benefits identified most frequently as being received from the 4-H program were learning a specific skill and having a chance to meet people. Least frequently identified were help in speaking at public meetings and help in planning toward an occupation. Those individuals who remained in 4-H over a period of years perceived more benefits. Two aspects of 4-H that former members saw as having been very important were increasing knowledge in project areas and competing with others. 4-H programs, activities, leaders, and agents were felt to influence members' choice of potential career, institution of higher education, areas of study for advanced education, first occupation, and subsequent occupations. Over 90 percent of the respondents felt each leadership experience was helpful to some degree in preparing them for adult leadership roles. (YLB)

ED 246 228 CE 039 217

Business-Industry Education: Toward a Working Partnership. Conference Proceedings (Chelmsford, Massachusetts, June 10, 1982).

Northeast Regional Exchange, Inc., Chelmsford, MA.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—10 Jun 82

Grant—NIE-G-82-0017

Note—52p.

Available from—Northeast Regional Exchange, Inc., 34 Littleton Road, Chelmsford, MA 01824 (\$6.00; 10 or more—\$5.00 each).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Responsibility, *Cooperative Planning, Cooperative Programs, Educational Benefits, *Educational Cooperation, *Educational Planning, Government Role, Industry, *Job Training, Linking Agents, Outreach Programs, Postsecondary Education, Program Implementation, *School Business Relationship, Secondary Education, Unions

Identifiers—General Electric Company, Private Sector, Rhode Island

These proceedings consist of papers delivered at

a conference on the development of a working partnership involving business, industry, and education. Included in the proceedings are the texts of the following papers: "Business Doing Business with Schools: Does It Make Cents and Sense," by Edward J. Meade, Jr.; "Twenty Years of Changing Values: Its Impact on Education and Support from the Private Sector," by Arthur H. White; "Each Partner Gains, No Partner Loses," by Donald R. Walker; "Education and Training: The Undefined Intersection," by Gordon Ambach; "Let's Do It Right the First Time Around," by William A. Southworth; "Educators to Join Government, Labor, Business Coalition in Rhode Island," by Arthur J. Markos; and "General Electric's Education Outreach," by Walter G. Keating. Concluding the proceedings is a summary of the presentations. (MN)

ED 246 229 CE 039 218

Druian, Greg Spill, Rick

An Introduction to Competency-Based Employment and Training Program for Youth under the Job Training Partnership Act.

Brandeis Univ., Waltham, MA. Center for Employment and Income Studies.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—[83]

Contract—11-99-8-1879-33-41

Note—168p; Parts of the appendix may not reproduce well.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Competence, *Competency Based Education, Educational Resources, *Employment Potential, *Employment Programs, Evaluation Criteria, Evaluation Methods, Federal Legislation, Federal Programs, Federal Regulation, *Job Training, Program Development, Program Evaluation, *Program Implementation, Recordkeeping, Young Adults, *Youth Employment

Identifiers—*Job Training Partnership Act 1982

This guide provides an introduction to competency-based employment and training under the Job Training Partnership Act (JTPA). The guide describes in general terms the steps service delivery areas should take to implement competency-based employment and training systems for youth. The content is based on the experiences of practitioners, and it is intended as a working introduction to major issues in the design, operation, and management of competency-based programs. The guide is organized in four parts. The first part provides background information on JTPA legislation and regulations, the concept of competency-based employability development for youth, advantages of a competency-based approach, and roles and responsibilities. The second part of the guide introduces the elements of competency-based employment and training. This section describes general tasks and specific duties, such as determining local employer standards, developing indicators and benchmarks, assessing and measuring competencies, focusing program opportunities on competency attainment, and recording ongoing competency attainment. The third part of the document focuses on implementation issues, while the fourth part summarizes the whole program process. Appendices to the guide include a sample competency-based system and an annotated resource guide containing assessment instruments, publishers' addresses, and a bibliography. (KC)

ED 246 230 CE 039 239

Proceedings: Annual Conference of the Council on the Continuing Education Unit (1st, Memphis, Tennessee, June 21-22, 1979).

Council on the Continuing Education Unit, Silver Spring, Md.

Pub Date—Jun 79

Note—70p; These Proceedings do not contain all presentations at the conference.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conference Proceedings, *Continuing Education, *Continuing Education Units, *Educational Research, Higher Education, Professional Continuing Education, Recordkeeping, Required Courses, *Research Needs, *Student Evaluation, *Student Records

These nine presentations are intended for the benefit of those organizations and institutions offering or proposing to offer the continuing education unit

(CEU). Paul J. Grogan discusses the need for the CEU and its worth. Considering the CEU from the perspective of higher education, Grover J. Andrews lists criteria required in the development and utilization of a CEU plan, describes groups interested in the CEU, and identifies three cautions for the providers. Josephine Darmstaetter considers the CEU from the perspective of the professions, focusing on the adoption of the CEU by the National Federation of Licensed Practical Nurses. Audrey F. Spector suggests opportunities for Council members to strengthen continuing education through effective use of the CEU. John R. Valley reviews CEU research, reports findings of a survey on research needs, and makes suggestions regarding the Council's future research role. Jewell R. Calderon describes procedures set up by Virginia Commonwealth University for awarding CEUs. Suggestions for CEU recordkeeping and reporting are the focus of Lloyd L. Joyner's paper. Irma Bolte discusses CEU participant evaluation and quality assurance with continuing nursing education as the frame of reference. Louis E. Phillips addresses the status of mandatory continuing education. (YLB)

ED 246 231 CE 039 245
Continued Development and Dissemination of Materials for Serving Senior Adults. FY '83 310 Project Final Report.

Northwest Iowa Technical Coll., Sheldon.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Adult Education.

Pub Date—14 Jul 83
Note—264p.; Parts of the appendices may not reproduce well due to small type.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adult Education, Adult Programs, Diabetes, Educational Needs, Foods Instruction, *Health Education, *Health Materials, Hypertension, Information Dissemination, *Instructional Materials, Insurance, *Material Development, Nutrition, *Older Adults, Physical Health, Postsecondary Education, Program Development, Retirement Benefits, Special Health Problems
Identifiers—310 Project, Iowa, Social Security

A project was conducted in Iowa to develop educational programs for older adults who were not institutionalized. Focus of the activity was on sites that held community meals for the aging on a daily basis. Those who attended were targeted for after-dinner educational programs. A survey was taken of the interests of the senior citizens attending the centers; as a result, eight teaching units were prepared and distributed to the meal centers for use by teachers in a variety of ways. Appendices include a series of press releases on these subjects and a composite of evaluations of programs by participants. Student materials, including notes for the instructor, cover the following topics: health insurance for retirement-age individuals, cholesterol, keeping healthy, cooking for one or two, living off Social Security, high blood pressure, high blood pressure and a salt restricted diet, and diabetes. (KC)

ED 246 232 CE 039 246

Grieve, Shelley Singer, Norman M.
Satellite Telecommunications and Their Potential for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—May 84

Contract—300-83-0159

Note—220p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Communications Satellites, Cooperative Planning, Distance Education, Educational Cooperation, Educational Needs, Educational Technology, *Educational Trends, *Futures (of Society), Inservice Teacher Education, Institutional Cooperation, Postsecondary Education, Professional Continuing Education, Program Development, Program Improvement, Secondary Education, Technological Advancement, *Teleconferencing, *Telecourses, *Vocational Education

This report summarizes the findings and implications of a study that examined the potential for expanded use of satellite-related telecommunications in vocational education, focusing on the short-term potential of satellites in the areas of instruction,

training, administration, and governance. The investigation found that a variety of education-oriented experiments with satellite telecommunications have been conducted since the 1960s. These have shown that satellite systems require strong commitment among sponsors and participants and clear incentives for use, including a careful match of technology to educational needs. Today, state educational telecommunications networks are found to be at varying developmental stages, with Alaska's system using satellites pervasively. With vocational education's need to keep current and reach widely dispersed audiences and new clientele, satellite applications are envisioned as beneficial in a number of ways, with great potential for instruction, training, and professional development. Increasingly, video teleconferencing and other programs such as telecourses afford interactivity so that training and instructional purposes can be met more readily. A number of specialized satellite-based projects currently underway should be monitored by vocational educators for their adaptation in program improvement work. Before any satellite-based solutions to vocational educational needs can be implemented, however, issues related to software, "peopleware," and hardware must be confronted, and more intense study must be made of the needs of potential users. The appendix includes several substantive reports by technical experts, telecommunications providers, and educational "adopters." A glossary and extensive references complete the document. (KC)

ED 246 233 CE 039 248

Bangasser, Vi And Others
An Emerging Technology Curriculum. A Model with Task Listings.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—109p.; Cooperative project of Jo Daviess-Carroll Area Vocational Center, Stephenson Area Career Center, and Highland Community College, Illinois.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Articulation (Education), Communications, Community Colleges, Competence, Competency Based Education, *Cooperative Planning, *Curriculum Development, Curriculum Guides, Educational Cooperation, Electronics, *Emerging Occupations, Engineering Drawing, Hydraulics, Job Analysis, Mathematics, *Models, Occupational Information, Postsecondary Education, Programing Languages, Secondary Education, Task Analysis, *Technical Education, Technological Advancement, Vocational Education, Vocational Schools

Identifiers—BASIC Programing Language, Illinois
This project was designed to provide a model for secondary and postsecondary educators in planning and developing a well-articulated competency-based delivery system focusing on high-technology training. The model was to be implemented in several vocational-technical programs so that secondary students would acquire the necessary competencies to enter comparable high-technology programs at the community college level. The project involved the cooperative efforts of the Jo Daviess-Carroll Area Vocational Center, the Stephenson Area Career Center, and Highland Community College, all in northwestern Illinois. Staff members from each institution cooperated in writing a transportable model of a well-articulated competency-based secondary-postsecondary high-technology curriculum adaptable in any Illinois setting. The model outlines the procedures for analyzing the components of such a program, constructing the program, coordinating the program with business and industry, implementing the program within the existing curriculum, and recording the participating students' progress through the program. The competency-based task lists developed as a part of the project, as well as more detailed information about the task listing procedures and task transcript, are included as appendices to this report. They cover the following topics: communications, mathematics, mechanical drafting, electronics core, hydraulics-pneumatics, and computer BASIC. (KC)

ED 246 234 CE 039 251

Piland, William E.
Community College Linkages: Impact of the DAVTE Special Needs Addendum on the Delivery of Support Services at the Community Col-

lege.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accessibility (for Disabled), *Community Colleges, Disabilities, Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educational Administration, Educationally Disadvantaged, Educational Needs, Educational Resources, *Education Work Relationship, *Exceptional Persons, Job Placement, *Mainstreaming, Normalization (Handicapped), Physical Disabilities, Postsecondary Education, State Surveys, *Student College Relationship, Student Needs, *Student Personnel Services

Identifiers—*Illinois

A study was conducted to determine the manner in which special needs services were organized in all 39 community college districts of Illinois, the types of services offered, the coordinator's informational needs regarding services offered, and the types of post-college transitional services offered to special needs students. The study was conducted through telephone interviews with special needs coordinators of 38 of the 39 colleges. The results of the study indicated that special needs services are usually under the direction of a full-time mid-level college administrator who has duties in other areas. Types of services offered by the community colleges include traditional support services, course alternatives, and equipment-related resources. Most coordinators expressed a desire for more information about all possible services such as adaptive coursework, diagnostic testing, and radio, television, or telephone courses for the homebound, along with additional information on personal assistance. The study also found that relatively few colleges offered specialized transitional planning and job placement services to special needs students beyond those provided to all students, but that the colleges appeared to respond to the transitional needs of special needs students on an individual basis. Recommendations stemming from the study included hiring full-time special needs coordinators at each college and providing them with inservice training, providing more special needs services, and conducting an assessment to determine the need for school-to-work transition services.

ED 246 235 CE 039 254

Batsche, Catherine And Others

Indicators of Effective Programming for School to Work Transition Skills among Dropouts.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, *Dropout Prevention, *Dropout Programs, Dropout Research, Dropouts, Outcomes of Education, *Program Attitudes, *Program Effectiveness, Program Implementation, *Program Improvement, Secondary Education

This study examined characteristics of programs in which students were enrolled to determine which activities were most effective in dealing with dropouts. The study attempted to validate program components that have previously been associated with retentive capacity. Seventy-six exemplary programs for dropouts were selected to participate in the study. Directors of the 76 programs were mailed a survey that included a list of 18 program descriptors that they were asked to rank in order of importance for dropout prevention program success. Surveys were returned from 44 of the 76 programs, and represented 26,052 dropout students. The four program descriptors that were ranked as the most effective in working with dropouts were self-concept development, work attitudes/habits, interpersonal/life skills, and motivation. The four program descriptors that were ranked as the least necessary were interagency cooperation, job development, staff upgrading, and community service. The teaching factors considered to be extremely important to retaining dropouts reflected those skills that are part of fundamental classroom management: rules are established and clearly communicated, and performance standards are clearly communicated. Respondents also indicated that it was extremely

important that the teacher was considered approachable. In addition, respondents rated counseling services as important. Based on the results of this survey, recommendations were made for improving dropout prevention programs. (KC)

ED 246 236 CE 039 255

Batsche, Catherine And Others

A Study of the Status of Career Development Courses in High Schools in Illinois.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Career Education, *Course Content, Course Objectives, *Educational Needs, Educational Objectives, High Schools, *Integrated Activities, Integrated Curriculum, Interdisciplinary Approach, Program Implementation, State Surveys, Units of Study Identifiers—*Illinois

A statewide survey was conducted to determine the availability of a career development course at the high school level in Illinois. The participants in the study were the directors of vocational education in the 597 high school districts that submitted Local Plans for Vocational Education to the Illinois State Board of Education in FY 1984. They received a questionnaire at an annual meeting, and 80 percent returned them. The study found that career development courses are not available to students in the majority of districts in Illinois, even though most districts reported that the course would be helpful to students. The major barrier to the development of the course is the limited amount of time available in a student's schedule. Several alternatives could be explored to ensure that students are systematically exposed to career development activities: (1) the course could be required in the freshman or sophomore year, even if the school day had to be lengthened or study halls eliminated; (2) the content of the career development course could be infused into various required subject areas—an option favored by many career educators; or (3) a teacher advisement system could be adopted, involving the training of teachers to conduct a systematic series of activities during a daily advisement period. Survey respondents also expressed a need for inservice training for persons teaching career development and for a set of curriculum guidelines and related materials. The study recommended that districts should investigate the alternatives and move forward on career development activities for their high school students. (KC)

ED 246 237 CE 039 256

Illinois Education for Technology Employment Project.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jul 84

Contract—R-99-14-X-0313-499

Note—391p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Articulation (Education), Clerical Occupations, Competence, Competency Based Education, *Curriculum Development, Emerging Occupations, Job Analysis, Machine Tool Operators, *Machinists, Material Development, Occupational Information, Office Occupations Education, Secondary Education, *State Curriculum Guides, Task Analysis, *Technical Education, Technological Advancement, Vocational Education, *Word Processing Identifiers—*Illinois

Activities and procedures by which secondary vocational education can be designed to prepare students for entrance into new technology programs or employment were developed in the Illinois Employment for Technology Education (ETE) project during the 1983-84 school year. These activities included the following: (1) formation of a high technology consortium, (2) development of a survey instrument to identify high technology skills and knowledge required by employers and analysis of the results of the survey, (3) analysis of the labor market for programs selected in the ETE project, (4) review of existing vocational curriculum and equip-

ment on hand, (5) conducting curriculum articulation meetings with feeder districts and local community college staff, (6) development of a competency-based vocational curriculum for secretarial and machine shop programs and identification of equipment requirements for them, and (7) identification and implementation of alternative types of staff inservice training required of vocational staff involved in the ETE project. The bulk of the document contains the materials developed during the project: competency lists and a curriculum outline for a secretarial/word processing occupations program; a machine shop task list, along with related materials such as student learning guides; staff development activities; an instructional equipment list; employer/employee survey results; and publicity (news clippings). (KC)

ED 246 238 CE 039 257

Gottfredson, Linda S.

A Skills Map: The General and Specific Competencies Required in Different Occupations. Progress Report.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 81

Grant—NIE-G-80-0013

Note—293p.; For a related document, see CE 039 258. Appendices may not reproduce well.

Pub Type—Reports - Research (143) — Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Aptitude, Adults, Career Choice, Career Education, *Classification, *Employment Potential, Interpersonal Competence, Job Analysis, *Job Skills, *Occupational Information, *Occupations, Psychomotor Skills, Secondary Education

Identifiers—*Skills Map

To aid in assessing the employability of individuals and of various groups of individuals in different types of occupations, the general abilities and specific skills required of workers in different occupations were studied. Data on a comprehensive set of occupations were obtained from the Dictionary of Occupational Titles (DOT) job ratings and from the archive of Position Analysis Questionnaire (PAQ) research. Factor analyses of these data indicated that jobs can be characterized by three major competency dimensions: academic aptitudes, psychomotor aptitudes, and dealing with people. Occupations were classified into 36 groups according to their demands for each of these general competencies. The specific skills, activities, and working conditions of individual occupations were examined to show to what extent the jobs within the occupational groups vary in their more specific demands. Academic aptitude was found to be only one dimension distinguishing jobs; different jobs required very different combinations of abilities. Implications were derived for designing high school programs to further the employability of youth with only low to moderate academic skills. (Appendices, amounting to approximately one-half of the report, include data and materials used in the study, including listings of abilities and activities related to various occupations.) (Author/YLB)

ED 246 239 CE 039 258

Gottfredson, Linda S.

The Validity of an Occupational Classification Based on Job Competencies for Assessing Employability.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Grant—NIE-G-80-0013

Note—376p.; For a related document, see CE 039 257.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adults, Aptitude, Career Choice, Career Education, *Classification, *Employment Potential, Job Analysis, Job Placement, *Job Skills, *Occupational Information, *Occupations, Secondary Education, *Validity

Identifiers—*Skills Map

The Skills Map, a comprehensive classification of occupations based on their competency requirements, was developed to assess the employability of individuals and of various groups of individuals in different types of occupations. The data on which it

was based were the ratings of required worker traits as given by the Dictionary of Occupational Titles (DOT). The practical and theoretical usefulness of the classification was examined according to seven criteria: valid job descriptors, comprehensive occupational coverage, comprehensive aptitude coverage, a comprehensible map of job differences, parallel assessment of people and jobs, a link to demographic data, and multiple levels of analysis. Data for job descriptor validity were positive but inadequate. The DOT ratings provided quite comprehensive coverage of jobs and reasonable coverage of academic and motor, but not interpersonal, aptitudes. Map structure was readily comprehensible. A way to assess jobs and people in parallel ways was not provided. The Skills Map was readily linked to demographic data available according to the Census Bureau's 1970 classification of occupations. It provided a global classification of occupations according to their general differences and additional detail about the aptitudes and activities that individual occupations require. (Appendices amounting to approximately one-half of the report provide materials and data used in the analyses.) (YLB)

ED 246 240 CE 039 266

Arnold, W. F. Carpenter, C. J.

Robotic Arms. A Contribution to the Curriculum. An Occasional Paper.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-51-2

Pub Date—Jul 84

Note—23p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Automation, *Behavioral Objectives, Core Curriculum, Costs, *Curriculum Development, Engineers, *Equipment, Microcomputers, *Paraprofessional Personnel, Postsecondary Education, Program Development, *Robotics, *Staff Development, Technical Education Identifiers—Great Britain

This report examines ways of providing technician training in the operating principles of robotic devices. The terms "robotics" and "robotic arms" are first defined. Some background information on the principal features of robotic arms is given, including their geometric arrangement, type of actuator used, control method, and software and teaching modes. Three types of problems in implementing courses for technician training in industrial automation are considered: the availability of suitable equipment at acceptable cost, the lack of guidance on suitable teaching material, and the training of teaching staff. Finally, the problem of devising suitable curricula is discussed. Appendices include a glossary of terms, a bank of suggested objectives intended to provide a suitable technical background for engineers and technicians using robotic devices in industry, outlines of three course units/modules prepared by selecting from the objectives banks, and a list of references. (YLB)

ED 246 241 CE 039 277

Marsh, D. T.

Motivation and Career. Coombe Lodge Working Paper. Information Bank Number 1602.

Further Education Staff Coll., Blagdon (England).

Pub Date—Mar 81

Note—18p.; Tables have small and broken print.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Career Development, Career Ladders, Foreign Countries, Higher Education, *Motivation, Occupational Aspiration, *Occupational Mobility, Personnel Management, Postsecondary Education, Promotion (Occupational), *Staff Development, Teacher Attitudes, *Teachers

Identifiers—Great Britain

Intended as a first-aid kit for personnel managers, this working paper is a broad attempt to relate motivation and career, with specific reference to the current career development difficulties facing staff in further and higher education. The first section reviews current knowledge about people's career expectations and perceptions to discover any possible cues for future action. In section 2 attention is focused on a reappraisal of the current concepts about motivation and its application to work. The final section is a reappraisal of the concept of career. A summary attempts to link, in a practical way, the two concepts of motivation and career by examining the potential offered by recently developed ideas and information about the interrelationships among

age, its series of issues, and changing abilities. Two appendices offer tables regarding career perceptions and expectations and materials on four views of man. (YLB)

ED 246 242 CE 039 280

Birch, D. W. Latham, J.

Open Learning Systems in Further Education.

Some Aspects of Resource Management.

Coombe Lodge Working Paper. Information

Bank Number 1611.

Further Education Staff Coll., Blagdon (England).

Pub Date—Jul 82

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Counseling, Educational Administration, Educational Economics,

*Educational Resources, *Higher Education, Material Development, *Open Education, Postsecondary Education, *Resource Allocation,

*Student Teacher Ratio, Tutoring, Tutors, Vocational Education

Identifiers—*Great Britain, *Resource Management

ment

Open learning systems require the development

of learning materials. Potential economies of scale

and quality control advantages argue in favor of the

central development of materials packages. Instructors

would be free to concentrate upon the provision of

tutorial and counseling support and laboratory and

workshop hands-on experience. Some method is

needed for calculating the equivalent of the student-staff

ratio, the most extensively used resource

utilization performance indicator in further education.

One method depends upon (1) identification of an

equivalent conventional mode of study—the analogue,

(2) negotiation of notional weekly hours and target

class sizes, and (3) management of the deployment of

open learning tutors on the basis of the class contact

equivalent derived by dividing the target class size by

the notional weekly hours. Since the nature of open

learning emphasizes the importance of initial counseling

and a secure, up-to-date student record, a slightly higher

level of administrative support is required. Fees of open

learning students should be expected to be comparable

with the rest of further education and would provide in

full for maintenance of their learning materials. Their

fees, however, would not recover the full cost of

counseling and tutorial support. (Some data analyses

are appended.) (YLB)

ED 246 243 CE 039 283

Outman, Bob And Others

Allen ISD—Community Education Adult "Right to

Read" Program. Collin County Adult Literacy

Council. Special Project Report.

Allen Independent School District, TX.

Spons Agency—Texas Education Agency, Austin.

Pub Date—12 Jul 84

Note—159p.; Document contains light type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available

from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy,

*Adult Reading Programs, Community Education,

Illiteracy, Reading Instruction, Tutorial Programs,

*Tutoring, *Tutors, Volunteers, *Volunteer Training

Identifiers—310 Project, *Right to Read, Texas

(Collin County)

Materials are provided on an adult right-to-read

program for Collin County developed by the Allen

Independent School District Community Education

department. Narratives by the district coordinator,

program director, and volunteer director set forth

administrative considerations, general guidelines,

information on evaluations and tutor training, a list

of materials used, and information on management

of volunteers. Following the 14 pages of narrative

are extensive appendices. The first appendix is an

outline of the history of the program. Appended

materials on the literacy council include a model for

membership selection, an outline for asking someone

to become a member, an invitation for membership

and enclosures, agendas and minutes, bylaws,

articles of incorporation, and committee reports.

These materials dealing with program management

are provided: job descriptions for staff, sample

forms, and information for tutors. Appended

student materials include a sample agreement, information

sheet, instructional plan, and objective plan. Tutor

materials include a sample agreement, registration

form, objectives of tutor training, a tutor

training packet, and tutor training outline and over-

heads. Awareness and recruitment materials are also provided, including news releases and brochures. (YLB)

ED 246 244 CE 039 284

Projects with Industry: A Public/Private Partnership

That Works. Report from the Study Group.

Institute on Rehabilitation Issues (10th, St.

Louis, Missouri, May 31-June 2, 1983).

Arkansas Univ., Fayetteville. Arkansas Rehabilitation

Research and Training Center.

Spons Agency—Rehabilitation Services Administration

(ED), Washington, DC.

Pub Date—83

Note—91p.

Available from—Publications, Arkansas Rehabilitation

Research and Training Center, P. O. Box

1358, Hot Springs, AR 71902 (Item #1241-

\$6.00).

Pub Type—Guides - Non-Classroom (055) - Collected

Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Business Responsibility,

Cooperative Planning, *Cooperative Programs,

Coordination, Educational Benefits, *Educational Cooperation,

Educational Finance, Educational History, Educational Legislation,

Educational Planning, *Educational Practices, Educational

Strategies, Employer Attitudes, Federal Legislation, Financial

Support, Guidelines, Models, Postsecondary Education, Program

Administration, Program Development, *Program Implementation,

Recruitment, *School Business Relationship, Teacher Education,

*Vocational Rehabilitation, Work Environment

Identifiers—Private Sector, *Projects with Industry,

Public Sector

This manual is intended to serve as a resource

document as well as a training guide for rehabilitation

personnel to use in developing and implementing

Projects with Industry (PWI) programs. Covered in a

historical profile of PWI are the changing work environment,

the evolution and definition of PWI, the impact of PWI on

rehabilitation, and various approaches to PWI. The legal intent,

benefits, and incentives of PWI are examined together

with the role of cooperative compliance within the PWI

concept. Addressed in the next few chapters are corporate

expectations for PWI, strategies for recruiting leadership

from the business sector, approaches to developing and

implementing PWI partnerships, and effective techniques for

conducting funding projects with industry. The final chapter,

a discussion of how to use the guide, covers training

audience, content, approaches, and techniques. Appended

to the guide are the names and addresses of local total

study groups and a state-by-state list of PWI projects. (MN)

ED 246 245 CE 039 285

Turcotte, Raymond J. Hendrix, Laborn J.

Bricklaying Curriculum: Basic Core. Instructional

Materials. Revised.

Associated General Contractors of America, Washington,

D.C.; Oklahoma State Board of Vocational and Technical

Education, Stillwater. Curriculum and Instructional Materials

Center. Pub Date—84

Note—676p.; For related documents, see CE 039

286-287.

Available from—Associated General Contractors of

America, 1957 E Street, NW, Washington, DC

20006.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available

from EDRS.

Descriptors—Behavioral Objectives, Blueprints,

*Bricklaying, *Building Trades, Career Development,

Classroom Techniques, Competency Based Education, Core

Curriculum, Criterion Referenced Tests, Economics, Educational

Strategies, Equipment Utilization, Estimation (Mathematics),

First Aid, Guidelines, Instructional Materials, Job Skills,

Job Training, Leadership, Learning Activities, *Mathematics

Skills, Measurement Techniques, Postsecondary Education,

Safety, Secondary Education, State Curriculum Guides,

Teaching Methods, *Trade and Industrial Education,

*Welding, Work Environment

Identifiers—Free Enterprise System, Oklahoma

This volume, the first in a two-volume core curriculum,

is designed for use in teaching a course in basic

bricklaying. Included in the introductory section of the

guide are units on the free enterprise system, the economics

of free enterprise, industry orientation, ways of becoming a

good leader, job

advancement, and safety and first aid. The next group of units deals with basic math, measurement, basic plan reading, and estimation. Concluding the curriculum are units on arc welding and oxyacetylene cutting. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 246 CE 039 286

Turcotte, Raymond J. Hendrix, Laborn J.

Bricklaying Curriculum: Principles of Bricklaying.

Instructional Materials. Revised.

Associated General Contractors of America, Washington,

D.C.; Oklahoma State Board of Vocational and Technical

Education, Stillwater. Curriculum and Instructional Materials

Center. Pub Date—84

Note—536p.; For related documents, see CE 039

285-287.

Available from—Associated General Contractors of

America, 1957 E Street, NW, Washington, DC

20006.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available

from EDRS.

Descriptors—Behavioral Objectives, *Bricklaying,

*Building Trades, Classroom Techniques, Construction

(Process), *Construction Materials, Core Curriculum,

Educational Strategies, *Equipment Utilization, Guidelines,

Hand Tools, Instructional Materials, Job Skills, Job Training,

Learning Activities, Machine Tools, *Masonry, Postsecondary

Education, Secondary Education, Shop Curriculum, State

Curriculum Guides, Teaching Methods, *Trade and Industrial

Education

Identifiers—Oklahoma

This volume is the second in a two-volume core

curriculum designed for use in teaching a course in

bricklaying. Covered in the first four units are hand

tools, power tools, miscellaneous equipment, and

builder's levels. The second section of the guide

comprises units on the following building materials:

masonry units, and anchors and reinforcements.

Concluding the guide are four units of shop

practices dealing with wall layout, techniques for

spreading mortar and laying block and brick, chimneys

and fireplaces, and related layout and construction.

Each instructional unit contains some or all of the following:

performance objectives, suggested activities, information

sheets, transparency masters, assignment sheets, job sheets,

tests, and answers to the test and assignment sheets. (MN)

ED 246 247 CE 039 287

Turcotte, Raymond J. Hendrix, Laborn J.

Bricklaying Curriculum: Advanced Bricklaying

Techniques. Instructional Materials. Revised.

Associated General Contractors of America, Washington,

D.C.; Oklahoma State Board of Vocational and Technical

Education, Stillwater. Curriculum and Instructional Materials

Center. Pub Date—84

Note—381p.; For related documents, see CE 039

285-286.

Available from—Associated General Contractors of

America, 1957 E Street, NW, Washington, DC

20006.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available

from EDRS.

Descriptors—Behavioral Objectives, *Bricklaying,

*Building Trades, Classroom Techniques, Competency Based

Education, *Construction Materials, Core Curriculum,

Criterion Referenced Tests, Educational Strategies, Equipment

Utilization, Guidelines, Instructional Materials, Job Skills,

Job Training, Learning Activities, *Masonry, Postsecondary

Education, Prefabrication, Secondary Education, State Curriculum

Guides, *Structural Elements (Construction), Teaching

Methods, *Trade and Industrial Education

Identifiers—Oklahoma

This curriculum guide is designed to assist brick-

laying instructors in providing performance-based

instruction in advanced bricklaying. Included in the

first section of the guide are units on customized or

architectural masonry units: glass block; sills, lintels,

and copings; and control (expansion) joints. The

next two units deal with cut, ashlar, and rough

stone. Covered next are various types of joints and

veneers, including precast and prefabricated units;

stone, slate, marble, and granite panels; and wall and

floor tile. The final two units deal with cleaning,

pointing, and caulking; and moisture control and waterproofing. Each instructional unit contains performance objectives, suggested activities, information sheets, job sheets, tests, and answers to the tests. (MN)

ED 246 248 CE 039 289

Barker, Ellen And Others
Food Production Worker. Dietetic Support Personnel Training Program.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Business/Industrial Training Services.

Pub Date—83

Note—714p.; For related documents, see ED 232 032 and CE 039 290.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD1124-\$22.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, Competency Based Education, Cooking Instruction, Core Curriculum, Criterion Referenced Tests, *Dietetics, *Dietitians, Educational Strategies, Equipment Maintenance, Equipment Utilization, Food, *Food Service, *Foods Instruction, Food Standards, Guidelines, Instructional Materials, Job Skills, Job Training, Learning Activities, *Nutrition, *Occupational Home Economics, Postsecondary Education, Safety, Sanitation, Secondary Education, State Curriculum Guides, Supervisory Methods, Teaching Methods

Identifiers—*Food Production, Oklahoma

This curriculum guide, part of a multi-volume dietetic support personnel training program, consists of materials (15 units) for use in training future food production workers. Covered in the first part of the guide are nutrition in food production and diet therapy. The second part of the guide deals with sanitation and safety in food production. Addressed in the next section are the following aspects of food production: menu planning, purchasing, receiving and storage; food preparation equipment; standardized recipes; protein cookery; preparation of cereals, breads, and desserts; preparation of fruits and vegetables; preparation of sandwiches and soups; the use of seasonings; production scheduling and food service; and cost control in food production. Concluding the guide is a unit on basic supervisory skills. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, class and clinical assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 249 CE 039 290

Barker, Ellen And Others
Food Service Supervisor. Dietetic Support Personnel Training Program.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Business/Industrial Training Services.

Pub Date—83

Note—1,102p.; For related documents, see ED 232 032 and CE 039 289.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD1126-\$22.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, Behavioral Objectives, Budgeting, Classroom Techniques, Competency Based Education, Core Curriculum, Criterion Referenced Tests, *Dietetics, Educational Strategies, Equipment Maintenance, Equipment Utilization, Food, *Food Service, Foods Instruction, Food Standards, Guidelines, Instructional Materials, Job Skills, Job Training, Learning Activities, *Nutrition, *Occupational Home Economics, Personnel Management, Postsecondary Education, Program Costs, Safety, Sanitation, Secondary Education, State Curriculum Guides, *Supervision, *Supervisory Methods, Supervisory Training, Teaching Methods

Identifiers—*Food Production, Oklahoma

This curriculum guide, part of a multi-volume dietetic support personnel training program, consists of materials for use in training future food service supervisors. The first unit provides an overview of the field of dietetics. Addressed next are various aspects of nutrition and diet therapy as well as the functions and sources of nutrients, digestion and absorption, nutritional adequacy, dietary modifications, combination diets, communication skills, and documentation. The next series of units examines sanitation in patient areas as well as supervision of sanitation and kitchen safety. Discussed in a section on food production are planning menus, purchasing, supervising receiving and storage, managing equipment, supervising food production and service, and assuring productivity. Concluding the guide are units on such aspects of supervision as human relations skills, leadership, personnel management, regulations, policies and procedures, and cost control. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, class and clinical assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 250 CE 039 291

Harwick, Jim Siebert, Leo
Applied Industrial Electronics. Sensors and Logic Systems. Oklahoma Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.

Pub Date—84

Note—326p.; For related documents, see ED 228 475 and CE 039 292-293.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, Competency Based Education, Computer Storage Devices, Core Curriculum, Criterion Referenced Tests, Educational Strategies, *Electrical Systems, *Electric Circuits, *Electronic Equipment, *Electronics, Equipment Maintenance, Equipment Utilization, Guidelines, *Industrial Personnel, Instructional Materials, Job Skills, Job Training, Learning Activities, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, *Technical Education, Trade and Industrial Education

Identifiers—Binary Coding, Computer Logic, Oklahoma, *Remote Sensing Systems, Transducers

This curriculum guide, part of a series of curriculum guides dealing with industrial electricity and industrial electronics, is designed for use in teaching a course in applied industrial electronics. The first half of the guide contains units on remote sensing devices and the industrial uses of transducers. The second part of the course, consisting of six lessons devoted to logic systems, covers the meaning of the term binary, binary logic, binary codes, counters, memory circuits, and systems and interfacing. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 251 CE 039 292

Teague, Cash Pewewardy, Garner
Industrial Electricity. In-Plant Distribution. Vocational Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.

Pub Date—84

Note—479p.; For related documents, see ED 228 475 and CE 039 291-293.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Blueprints, Classroom Techniques, Competency Based Education, Core Curriculum, Criterion Referenced Tests, Educational Strategies, *Electrical Occupations, Electrical Systems, *Electric Circuits, *Electricity, Energy, Equipment Maintenance, Equipment Utilization, Guidelines, *Industrial Personnel, Instructional Materials, Job Skills, Job Training, Learning Activities, Postsecondary Education, Power Technology, Secondary Education, State Curriculum Guides, Teaching Methods, Technical Education, *Trade and Industrial Education

Identifiers—*Electrical Wiring, National Electrical Code, Oklahoma, *Solid State (Electronics)

This curriculum guide, part of a series of industrial electricity curriculum guides, consists of materials for use in teaching a course on the in-plant distribution of electricity. Discussed in the introductory lessons are the National Electrical Code, power equipment, and blueprint reading. The next section, a series of units on branch-circuit wiring, comprises discussions of interrupting devices, conductors, electrical raceways, and boxes and enclosures. Covered in a section on feeder-circuit wiring are units on in-plant distribution systems, in-plant distribution equipment, and electrical diagrams. Concluding the guide is a unit on solid-state devices. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 252 CE 039 293

Harwick, Jim Siebert, Leo
General Industrial Electronics. Oklahoma Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.

Pub Date—84

Note—586p.; For related documents, see ED 228 475 and CE 039 291-292.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, Competency Based Education, Core Curriculum, Criterion Referenced Tests, Educational Strategies, *Electric Circuits, *Electronic Equipment, *Electronics, Equipment Maintenance, Equipment Utilization, Guidelines, *Industrial Personnel, Instructional Materials, Job Skills, Job Training, Learning Activities, Postsecondary Education, Secondary Education, Semiconductor Devices, State Curriculum Guides, Teaching Methods, *Technical Education, Trade and Industrial Education, Transistors

Identifiers—*Solid State (Electronics)

This curriculum guide, part of a series of curriculum guides dealing with industrial electricity and electronics, is designed for use in teaching a course in general industrial electronics. Covered in the first half of the guide are units on the following electronic components: semiconductors, solid-state diodes, bipolar transistors, and special semiconductor devices. The second half of the guide includes units on amplifier, power-supply, filtering, oscillator, multi-vibrator, and integrated circuits. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 253 CE 039 294

Perky, Sandra Dutreau And Others
Highway Maintenance Equipment Operator: Basic Core. Training Materials.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—83

Note—936p.; For other guides in series, see ED 240 322-323. Developed in cooperation with the Kansas Department of Transportation, the Oklahoma Department of Transportation, and the New Mexico Highway Department.

Available from—Curriculum and Instructional Ma-

terials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, Competency Based Education, Core Curriculum, Criterion Referenced Tests, *Driver Education, Educational Strategies, Engines, *Equipment Maintenance, *Equipment Utilization, Guidelines, Hand Tools, Instructional Materials, Job Skills, Job Training, Learning Activities, Mathematics Skills, Postsecondary Education, *Road Construction, Safety, Secondary Education, State Curriculum Guides, Teaching Methods, Tractors, *Trade and Industrial Education Identifiers—*Heavy Equipment Operators, Oklahoma, Trucks

This basic core curriculum is part of a three-part series of instructional guides designed for use in teaching a course in highway maintenance equipment operation. Addressed in the individual units of the curriculum, after an orientation unit, are safety; basic math; basic hand tools; procedures for loading, lashing, and unloading equipment; principles of engine operation; preventive maintenance; trucks and attachments; and tractors, tractor attachments, and front-end loaders. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the test and assignment sheets. (MN)

ED 246 254 CE 039 296

Stolpe, Ernest J.

Allied Health Educational Research. Licensure.

Pub Date—1 May 84

Note—16p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accrediting Agencies, *Allied Health Occupations, Allied Health Personnel, *Certification, *Credentialed, *Emerging Occupations, Health Services, *Models, Organizational Objectives, Postsecondary Education, Professional Associations, Professional Occupations, Program Development, Qualifications, *Quality Control, Standards, State Licensing Boards, Technical Occupations, Technological Advancement

This study was designed to ascertain, from the empirical evidence available, the common characteristics of successful licensure efforts in the allied health occupations. A pattern of three steps to licensure for health care occupations emerged from the literature. The first step is birth (of a new occupation), often caused by new technology (new hardware) that causes a department to justify the investment by maximization of use. The second step, creation of an association, stems from a need to communicate. The association has the effect of enhancing the status of the profession by establishing the scope of practice and the effect of enhancing income. The third step is regulating the new occupation, which is caused by turf-consciousness as the group strives to keep other groups from performing its activities (regulation). (Those groups that actually achieved licensure had three main characteristics: they fulfilled a social or national need; they had a minimum of four years of college or university schooling leading to a baccalaureate degree; and they were self-policing.) The study suggests that the three steps (birth, organization, regulation) could form a genesis role model enabling an originating occupation to use the successful efforts of other occupations as steps of progress to guide their own efforts. The model can also be used to pilot further research that will define the characteristics a specific occupation should acquire before seeking licensure. (KC)

ED 246 255 CE 039 297

Henry, Ann Teschendorf, JoAnn

Employment Action Center's Demonstration Older Worker Project. Operated June 1, 1983 through November 31, 1983. Final Outcome Report.

Employment Action Center, St. Louis Park, MN. Spons Agency—Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.

Pub Date—Jan 84

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, Attitude Change, Career Change, *Career Counseling, Demonstration Programs, *Dislocated Workers, Displaced Homemakers, *Employer Attitudes, Employment Practices, Employment Problems, *Employment Programs, Federal Programs, Job Layout, Job Search Methods, Job Skills, Job Training, Labor Market, *Middle Aged Adults, Program Effectiveness, Program Implementation, Reentry Workers, Retraining, Skill Obsolescence, *Unemployment

Identifiers—Job Training Partnership Act 1982, Minnesota (Hennepin County)

The Older Worker Project was conducted to provide employment services to unemployed persons aged 45 and older who live in the western part of the Hennepin County (Minneapolis, Minnesota) area. Although the expected result was permanent employment of the participants, the intention of this demonstration project was to refine service approaches based on increased experience with this population. The project was staffed by a full-time counselor and a part-time community relations coordinator. Project services included job assessment, career planning, vocational counseling, support group, and job placement assistance. Workshop services were designed to assist people in setting job goals and updating interviewing and job-seeking skills. The community relations component included outreach to inform persons 45 and over about the project and development of educational tools to overcome employer resistance to hiring older workers. The best approaches to recruitment were found to be Sunday classified advertisements and mailings to churches. Employer awareness was most effectively raised by written materials, since employers tended to feel defensive during personal contacts. The support group was found to be beneficial to the participants, but the job club was not successful. At the conclusion of the project, 22 of the project's 31 participants found employment at an average wage of \$5.10 per hour, a placement rate of 71 percent. Recommendations were made to work toward a national older worker employment policy, to promote awareness of the skills of the older worker in the private sector, and to increase funding for employment programs for older persons. (KC)

ED 246 256 CE 039 298

Moore, Lawrence H. Fox, Brian E.

The Kentucky Continuing Education Energy Conservation Consortium, 1983-84. An Evaluation Report.

Murray State Univ., KY. Office of Extended Education.

Spons Agency—Kentucky State Dept. of Energy, Frankfort.

Pub Date—Jun 84

Note—88p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Conservation Education, Consumer Education, Economically Disadvantaged, Educational Needs, *Energy Conservation, Instructional Materials, *Outcomes of Education, Postsecondary Education, *Program Effectiveness, *Seminars, State Programs, Statewide Planning

Identifiers—Calendars, *Kentucky

The 1983 Kentucky Energy Conservation Consortium conducted three seminars on home energy conservation at each of 14 postsecondary campuses throughout the state, attracting a total of 3,598 homeowners. The Consortium also distributed 6,000 calendars with energy-saving tips. Although on-site evaluation showed an overwhelmingly positive response to the seminars, a direct mail survey was made later to evaluate the effort of the Consortium more accurately. A survey audience of 1,000 people was chosen randomly from the list of 2,718 persons who completed registration cards at the seminars. Of those persons who received surveys, 370 (37 percent) returned the questionnaires. Thirty-two percent of these respondents said that they had a better understanding of home energy conservation measures, 26 percent said that they had improved their home's energy conservation in some manner, and 21 percent stated that they had educated their family on energy-saving methods. The calendar was rated as a useful educational tool by 28 percent of the participants, although more than half said they did not receive it. Recommendations stemming from the study included presenting

energy information for structures other than homes, providing information on natural gas conservation, and directing the programs toward those who are receiving public assistance for energy costs. Survey instruments and the "Calendar to Improve Daily Energy Habits" are appended. (KC)

ED 246 257 CE 039 300

Employment Counselling Materials - Instruments of Counselling d'Emploi.

Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.

Report No.—ISBN 0-662-53055-1; WH-7-112B

Pub Date—84

Note—137p.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Ottawa, Canada K1A 0S9.

Language—English; French

Pub Type—Reference Materials - Directories/Catalogs (132) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Career Choice, *Career Counseling, Career Development, Career Education, *Career Planning, Careers, *Counselor Training, *Educational Resources, Employment Counselors, Employment Opportunities, Employment Patterns, Employment Potential, Employment Programs, Employment Services, *Instructional Materials, Job Applicants, Job Application, Job Development, Job Placement, Job Search Methods, Job Skills, Job Training, Labor Market, Occupational Aspiration, Occupational Information, Occupational Tests, Postsecondary Education, Secondary Education, Vocational Interests

Identifiers—*Canada

This booklet lists and describes materials that can be used for employment counseling in Canada. The booklet is organized in two parts. The first part lists and describes counseling tools. Some of the tools listed include Moving On, the Canadian Occupational Interest Inventory, the General Aptitude Test Battery, Index to Canadian Occupations, CHOICES, Careers Canada, Canadian Classification and Dictionary of Occupations, Occupational Options after Secondary School, Life Skills, PLACE—Guided Steps to Employment Readiness, and the Job Finding Club Programme. For each of the programs, information is given on rationale, make-up of the program, suggestions for use, special features, and availability. The second part of the booklet lists and describes various counselor training materials, such as Methods and Materials of Vocational Counseling, Counselling Adults for Decision-Making, Peer Career Counsellors—A Conceptual and Practical Guide, Individual Employment Counselling: A Systematic Approach, Explorations in Time Use Series, and the Life Roles Inventory. Several videotapes are also described. The materials listed and described in this booklet are available for consultation purposes in Canada Employment Centers, most secondary schools, postsecondary educational institutions, and depository libraries throughout Canada. Priced publications are available from the sources that are identified at the end of each program listing. Information on obtaining government publications also is included. The text of this document is in both English and French. (KC)

ED 246 258 CE 039 302

Snyder, Eloise And Others

Old at 40: Women in the Workplace.

Institute of Gerontology, Ann Arbor, Mich.

Pub Date—Apr 84

Note—9p.

Available from—Institute of Gerontology, 300

North Ingalls, Ann Arbor, MI 48109-2007.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Discrimination, Career Education, *Employed Women, Employment, *Equal Opportunities (Jobs), *Middle Aged Adults, *Older Adults, Retirement, *Salary Wage Differentials, Sex Discrimination, Sex Fairness

In providing an overview of the complex topic of mature women in the workplace, this report presents some of the known, and sometimes contradictory, facts about women and work. It is divided into three sections. The first section begins by detailing facts and figures regarding the older woman worker of the 1980s. Comparisons are made between men's and women's wages, and the meaning of work to

women in their mid-years and later life is briefly addressed. Some of the seemingly significant indicators concerning the circumstances of tomorrow's older working women are then considered, including women in the work force, age and work, education, marriage and the family, retirement income, and health. The second section presents a brief history of women past 40 in the work force. The third section answers questions on older working women on such topics as reasons for hiring older women, barriers to full utilization of older workers, the issue of comparable worth, the effect of fringe benefit costs on employment of older women, advocated changes in Social Security, and stereotypes of middle-aged and older women as casual or nonworkers. (YLB)

ED 246 259 CE 039 303

Richard, Dana
A Model Re-Entry Program for Disadvantaged Women, May 1981-June 1982.
College of Marin, Kentfield, Calif.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Jun 82
Note—83p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Ancillary School Services, *Blue Collar Occupations, Career Education, *Career Exploration, *Disadvantaged, *Females, *Limited English Speaking, *Nontraditional Occupations, Postsecondary Education, Program Development, Program Implementation, Recruitment, Reentry Workers, Trade and Industrial Education, Tutoring, Womens Education

The College of Marin Women's Program implemented a project to provide comprehensive support, instructional, and advocacy services to disadvantaged women seeking information and/or future employment in nontraditional career fields. Areas of emphasis were the apprenticeable trades and other blue-collar work. The goal of the project was to assist 50 disadvantaged women through two six-week instructional programs, career information, counseling, and individualized tutoring. A comprehensive outreach and recruitment effort involved newspaper and television coverage, radio public service announcements, announcements on campus, brochures, and staff visits to various agencies. Individual counseling and support services began almost simultaneously with recruitment efforts. Tutorial services were offered at no cost. Two workshops focusing on blue-collar work and the trades were offered. Classes featured role models/speakers, and a career survival skills class for individuals considering the trade was offered. Field trips to nontraditional job sites and College of Marin shops were conducted. Activities for non-native English speakers included small classes, field trips to nontraditional job sites, and compilation of career resource materials. (Appendixes, amounting to approximately one-half of the report, include a program brochure, copies of newspaper articles, workshop flyers, the participant follow-up report, and course syllabus.) (YLB)

ED 246 260 CE 039 304

Connor, William A.
Unemployed Tuition Waiver Project Conducted in the College's Service Area of Lehigh Valley, Pennsylvania during the Fall 1983 Semester and the Spring 1984 Semester.
Northampton County Area Community Coll., Bethlehem, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—21 Jun 84
Note—39p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Credit Courses, Dislocated Workers, *Free Education, *Job Skills, Job Training, Program Implementation, *Retraining, Skill Development, Tuition, *Tuition Grants, Two Year Colleges, *Unemployment
Northampton County Area Community College implemented a program of tuition waiver for unemployed adult residents of its sponsor area on a space-available basis in credit courses only. In addition to providing relief and a positive intervention program to aid the unemployed, the project tested certain hypotheses concerning the nature of training and retraining for dislocated workers. It

was found that project participants experienced a grade point average less, but not significantly less, than their college-wide counterparts. An analysis of student course selection, by division, clearly showed that enrollees had jobs in mind when they made their choices. Responses to a participant post-survey indicated that the unemployed were not likely to return to former employers and needed to consider how best to market themselves; 16 participants indicated that the program aided them in securing work, although only 10 had secured work; and almost 60 percent felt the program added a skill or ability to their resume that will aid their reemployment. A survey of selected college offices showed that some additional demands were made on college support services and staff. (Some sample forms are attached.) (YLB)

ED 246 261 CE 039 306

Elgin Community Coll., Ill.
Eight Competency-Based Modules for Training Paraprofessionals in Applied Gerontology.
Elgin Community Coll., Ill.
Spons Agency—Administration on Aging (DHHS), Washington, DC.
Pub Date—Jan 84
Note—162p.
Available from—Elgin Community College Gerontology Program, 1700 Spartan Drive, Elgin, IL 60120 (Individual modules—\$1.00-\$2.00; eight modules plus "Training Professionals as Trainers"—\$10.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Aging (Individuals), Behavior Problems, *Competency Based Education, Course Content, Curriculum Guides, Death, Evaluation, *Gerontology, Guides, Homebound, *Human Services, Learning Modules, Minority Groups, Older Adults, *Paraprofessional Personnel, Postsecondary Education, Program Development, Psychological Needs, Staff Development, Trainers, *Workshops

These modules are intended as a guide for developing short-term training workshops for paraprofessional service providers in aging. They are for use by trainers with some basic familiarity with the topic; use of teams of educators and practitioners as trainers is suggested to bridge the gap between knowledge and practice. A section on "Training Professionals as Trainers," by Debra David and Susan Golden Feinberg, covers the need for paraprofessional training, project goals, setting, recruitment of participants for a workshop to train trainers, selection criteria, the workshop on training methods and skills, workshop topics, sample agenda, evaluation, products, and future plans. Eight competency-based workshop modules are provided, each suitable for a one-day workshop for paraprofessional service providers in aging. Topics are working with families of older adults, matching older clients and services, reaching the minority elderly, dealing with death, managing behavioral problems of older adults, assessment of older clients, meeting the psychosocial needs of the homebound elderly, and working with the confused elderly. Each modular curriculum guide includes a synopsis, rationale, annotated listings of printed and media resources, a topic outline relating topics to student competencies and suggested presentation methods, assessment questions, and a suggested schedule for a one-day workshop. (YLB)

ED 246 262 CE 039 309

Sweet, David
Patterns of Participation in Secondary Vocational Education—1978-1982. National Center for Education Statistics Bulletin.
National Center for Education Statistics (ED), Washington, DC.
Report No.—NCES-84-213b
Pub Date—Aug 84
Note—10p.; Data tables may not reproduce well due to small type.
Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Institutional Characteristics, Private Schools, Public Schools, Secondary Education, *Student Characteristics, *Student Participation, *Vocational Education

Data from high school transcripts of about 12,000 students who graduated in 1982 were examined, relevant to a number of popular beliefs about vocational education. Compared to students in private high schools, students in public high schools were

more likely to be enrolled in vocational courses. The average number of total credits earned in vocational education was greatest among graduates of schools that are located in the North Central region of the country; located in rural, as opposed to urban or suburban areas; and small (less than 600 students). The extent of student participation in vocational education was found to be related to race/ethnicity, cognitive test performance, socioeconomic status (SES), and high school program. Students who earned the most credits in vocational education were Hispanic, scored in the lowest quartile on the cognitive test battery, had a comparatively low SES, and were in a vocational program. Sex differences in overall vocational coursetaking were apparent. (Technical notes describe classification of courses, alternative classifications, course credits and coding, sample size, and standard errors. Five data tables are appended.) (YLB)

ED 246 263 CE 039 310

Mattelman, Marlene S.
Mayor's Commission on Literacy in Philadelphia. Final Narrative Report.
Philadelphia Mayor's Commission on Literacy, P.A. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Div. of Adult and Continuing Education.

Pub Date—23 Aug 84
Note—18p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Agency Cooperation, Consortia, *Coordination, *Illiteracy, Information Networks, Institutional Cooperation, Literacy Education, Networks, Planning Commissions, *Tutors, Urban Programs, *Volunteers, Volunteer Training
Identifiers—310 Project, *Pennsylvania (Philadelphia)

The Mayor's Commission on Literacy in Philadelphia was created to mount a large-scale literacy effort throughout the city that would significantly increase the number of individuals receiving services through volunteer tutor involvement. A strategic plan for a citywide, largely volunteer literacy effort was developed reflecting coordination with existing institutions and organizations in providing cost-effective services to adults in need of basic skills. In-kind contributions enabled many activities sponsored by the Commission, e.g., promotion, tutor training, data collection, and development of a resource directory. Staff support was provided through the hiring of an executive director and an administrative assistant. Project activities included recruitment of tutors; tutor training workshops; evaluation of adults and matching them with programs or tutors; development of a resource directory of service providers; and establishment of an information, referral, and technical assistance network for existing programs and newly emerging centers. (YLB)

ED 246 264 CE 039 311

Henderson, Wm. Edward, Jr., Ed.
Articulated, Performance-Based Instruction Objectives Guide for Electricity/Industrial Electricity. Development Period, July, 1983-June, 1984. Edition 1.
Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Pub Date—Jun 84
Note—674p.; For related documents, see ED 220 579-585 and CE 039 312-313.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC27 Plus Postage.
Descriptors—*Articulation (Education), Behavioral Objectives, Blueprints, Communication Skills, Competency Based Education, Cost Estimates, Criterion Referenced Tests, Electrical Systems, *Electric Circuits, *Electricity, Electric Motors, Electronic Control, Electronic Equipment, Electronics, Equipment Utilization, Guidelines, *Industry, Instructional Materials, Job Performance, Job Skills, Job Training, Leadership, Learning Modules, *Lighting, Mathematics Skills, Measurement, Postsecondary Education, Safety, School Shops, Secondary Education, *Trade and Industrial Education, Work Attitudes
Identifiers—*Electrical Wiring, *Industrial Wiring, South Carolina

This curriculum guide is designed to assist vocational educators in presenting an articulated, performance-based course in electricity and industrial electricity. Addressed in the individual units of the

course (included in 11 modules) are the following topics: safety, leadership, communication skills, career preparation, good work habits and attitudes, basic math skills, basic measurement, blueprint reading, fundamentals of electricity, electrical tools and equipment, electrical measurement instruments, electrical wire connections, benchwork in electrical work, residential wiring and electrical maintenance, lighting, commercial wiring, industrial electrical wiring, electrical motors, industrial electrical controls and devices, industrial electronics, cost estimates of electrical work, and electricity shop and field projects. Each unit contains suggested instructional times and task listings. Also included in the guide are an outline of the South Carolina State Board of Education recommended program in electricity and industrial electricity, a discussion of the similarities between secondary and postsecondary programs, a sample proficiency report, and a bibliography. Sample outcome-referenced tests are provided along with sample articulation agreements, a discussion of the philosophy and purposes of the articulation guide, definitions, directions for the tests, and an analysis of secondary instructional times. (MN)

ED 246 265 CE 039 312

Henderson, Wm. Edward, Jr., Ed.

Articulated, Performance-Based Instruction Objectives Guide for Auto Body Repair. Development Period, July, 1983-June, 1984. Edition I. Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Pub Date—Jun 84

Note—467p.; For related documents, see ED 220 579-585 and CE 039 311-313.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Articulation (Education), *Auto Body Repairers, Behavioral Objectives, Communication Skills, Competency Based Education, Cost Estimates, Criterion Referenced Tests, Electrical Systems, Equipment Utilization, Guidelines, Hand Tools, Instructional Materials, Job Performance, Job Skills, Job Training, Leadership, Learning Modules, Mathematics Skills, Measurement, *Metal Working, *Painting (Industrial Arts), Postsecondary Education, Records (Forms), Repair, Safety, School Shops, Secondary Education, *Trade and Industrial Education, *Welding, Work Attitudes

Identifiers—South Carolina

This curriculum guide is designed to assist vocational educators in presenting an articulated, performance-based course in auto body repair. Addressed in the individual units of the course (included in 14 modules) are the following topics: safety; leadership and job communication; career preparation; shielded metal arc welding; gas metal arc welding; metalworking; body fillers; painting and refinishing; interior and exterior trim, accessories, and hardware; panel disassembly and assembly; glass replacement; basic body and frame alignment; electrical system repair and replacement; body repair estimates; and auto body live projects. Each unit contains suggested instructional times, task listings, and criterion-referenced tests. Also included in the guide are an outline of the South Carolina State Department of Education recommended program for masonry and bricklaying instruction and a discussion of the similarities between secondary and postsecondary education. Appendixes to the guide include sample articulation agreements, a list of definitions, a discussion of the philosophy and objectives of the articulation guide, directions for the tests, and an analysis of secondary instructional times. (MN)

ED 246 266 CE 039 313

Henderson, Wm. Edward, Jr., Ed.

Articulated, Performance-Based Instruction Objectives Guide for Masonry (Bricklaying). Development Period, July, 1983-June, 1984. Edition I. Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.

Pub Date—Jun 84

Note—373p.; For related documents, see ED 220 579-585 and CE 039 311-312.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Articulation (Education), Behavioral Objectives, Blueprints, *Bricklaying, Chimneys, Communication Skills, Competency Based Education, Construction (Process), *Construction Materials, Criterion Referenced Tests, Equipment Utilization, Guidelines, Hand Tools,

Instructional Materials, Job Skills, Job Training, Leadership, Learning Modules, *Masonry, Mathematics Skills, Measurement, Postsecondary Education, Records (Forms), Safety, Secondary Education, State Curriculum Guides, *Structural Elements (Construction), *Trade and Industrial Education

Identifiers—Fireplaces, South Carolina

This curriculum guide is designed to assist vocational educators in presenting an articulated, performance-based course in masonry and bricklaying. Addressed in the individual units of the course are the following topics: safety, leadership, job communications, career preparation, desirable learning and work habits and attitudes, basic math skills, basic measurement, masonry tools and equipment, blueprints, mortar, bricklaying, blocklaying, pointing, jointing, site preparation, foundations and footings, chimneys and fireplaces, brick construction techniques, concrete masonry, commercial and decorative brickwork, and masonry shop projects. Each unit contains suggested instructional times, task listings, and criterion-referenced tests. Also included in the guide are an outline of South Carolina Department of Education recommendations for bricklaying and masonry programs and a discussion of similarities between secondary and postsecondary education. Appendixes to the guide include sample articulation agreements, a list of definitions, a discussion of the philosophy and purposes of the articulation guide, directions for the tests, and an analysis of secondary instructional times. (MN)

ED 246 267 CE 039 314

Worden, Patricia E. Meggison, David L.

Aging and the Category-Recall Relationship.

Pub Date—Nov 82

Note—10p.; Paper presented at Psychonomics (Minneapolis, MN, November 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cues, *Learning Processes, *Long Term Memory, Memorization, *Memory, Mnemonics, *Older Adults, Retention (Psychology), Short Term Memory, Young Adults

Identifiers—*Category Clustering Procedure

A sorting-recall procedure was used to investigate how long-term memory in elderly subjects is affected by categorical organization. Sixty-four young adults (average age 20 years) and retirees (average age 67) sorted 48 unrelated words into two, four, six, or eight categories prior to recall. High- and low-frequency lists were tested, a manipulation that only affected the young adults. Surprisingly, overall initial recall was equally high for both groups, but the effect of increasing numbers of categories on recall differed dramatically for younger and older adults. For young subjects the correlation between recall and number of categories was .82, meaning that 67 percent of the variance in recall was accounted for by the number of categories in the sorting scheme. The older subjects, in contrast, recalled the same overall amount as younger adults, seemingly without the benefit of the chunking process provided by increasing the number of sorting categories. This finding shows that older subjects can bring resources to the memory situation that are highly effective, even if mysterious, compared to what is known about young adults. The fact that long-term forgetting was much greater in the elderly, however, suggests that in spite of excellent initial memory, the effects of decay or interference may be more pronounced in the elderly. (KC)

ED 246 268 CE 039 317

Gardner, Lorin R. Cohen, Saul

Patient Activated Care for Rural Elderly. A Program Development and Teaching Guide for Planners, Facilitators, and Coordinators.

Mountain States Health Corp., Boise, ID.

Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Pub Date—82

Note—112p.

Available from—Mountain States Health Corporation, P.O. Box 6756, Boise, ID 83707 (\$7.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cancer, Classroom Techniques, Diabetes, Disabilities, Diseases, Educational Resources, Health Activities, Health Conditions, *Health Education, Health Materials, *Health Programs, Heart Disorders, Hypertension, Injuries, Learning Activities, Lesson Plans, Medical

Evaluation, Medicine, Mental Health, Nutrition, *Older Adults, *Patient Education, Physical Health, Primary Health Care, *Program Development, Program Evaluation, Publicity, Public Relations, Rural Environment, Rural Extension, Safety, *Self Care Skills, Self Evaluation (Individuals), Student Recruitment, Teaching Methods

This guide is an outline for developing and presenting programs in self health care for senior citizens. The guide is presented in two sections. The first section provides background information about elderly self-care and tips on teaching it and developing a program. Sample letters to prospective enrollees and sample news releases are included. This section also contains an activities checklist, an interest survey, and a list of recommended textbooks. The second section provides lesson plans for conducting 13 sessions of the program. Information in each session covers objectives, materials needed, possible activities, and subject matter. The sessions cover the following topics: self-care; vital signs; the senses; doctors, hospitals, and bills; medications; recognition and treatment of common illnesses; chronic conditions; oral-dental health; nutrition; emergencies and injuries; exercises, aches, and pains; mental wellness; and a personal self-care plan. Program evaluation forms complete the guide. (The guide does not assume prior teaching experience or knowledge of other community events.) (KC)

ED 246 269 CE 039 318

Global Productivity: Roles for Executives and Educators. The Annual W. Arthur Cullman Symposium Proceedings (2nd, Columbus, Ohio, April 27, 1984).

Ohio State Univ., Columbus. College of Administrative Science.

Pub Date—27 Apr 84

Note—20p.

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, *Business Responsibility, Cooperative Planning, Economic Development, *Economics, Educational Needs, Education Work Relationship, Institutional Cooperation, International Cooperation, International Education, International Programs, *International Relations, *International Trade, Postsecondary Education, *Productivity, *School Business Relationship

Three keynote addresses from the W. Arthur Cullman Symposium are presented in this booklet. The first address, "Global Productivity: New and Renewed Perspectives" was delivered by John G. Keane, Director of the United States Bureau of Census. In his address, Dr. Keane proposed five guideline perspectives: recognizing emerging global unification forces, enhancing globalization perspectives, extending the productivity-planning time horizon, adopting zero-based thinking, and realizing government's role. He also stressed that the opportunity for global productivity continues to improve as its need escalates. In the second address, Hans B. Thorelli, E.W. Kelley Professor of Business Administration at Indiana University, explored "Productivity, Multinationality, and the Business-University Network." Dr. Thorelli said that a new focus is needed on the holistic and qualitative aspects of productivity, whether in business or in academia. Productivity also calls for multinationality and a revamping of the school-business relationship to encompass global concerns. Finally, Billy C. Christensen, Vice President and General Manager of IBM World Trade Corporation, spoke on "Global Productivity: Society's Goal, Business' Imperative." In his address, Mr. Christensen noted the need to think about the U.S. economy as part of the world economy rather than a self-contained unit and the need for increased productivity to compete in that world economy. (A list of panelists is included in the proceedings.) (KC)

ED 246 270 CE 039 319

Licata, Betty Jo

New Technology Implementation and Use: Workers' Attitudes and Behaviors.

Pub Date—May 84

Note—24p.; Presented at the American Society for Training and Development Conference (Dallas, TX, May 20-25, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Attitude Change, *Automation, Change Strategies, Com-

puters, Data Processing, Employee Attitudes, Human Resources, Job Simplification, Man Machine Systems, Office Machines, Office Management, *Office Occupations, *Organizational Change, Organizational Communication, Personnel Policy, Postsecondary Education, Productivity, *Quality of Life, Technological Advancement, Word Processing, Work Attitudes, *Work Environment

Automated office technologies, such as office automation systems, management information systems, teleconferencing, message systems, and robotics, are providing momentum for the trend towards the "paperless office" by allowing new means of carrying out office tasks and aiding in the management of time, data, and messages. The success of these systems depends on how effectively they are introduced into the office. Such efforts as solicitation of employee input are needed to overcome resistance to change and encourage acceptance of the new technology. The potential impact of a new technology should be studied both at the micro level (of the individual and his/her performance changes, job satisfaction, stress level, and attitude toward the job and the technology), and at the macro level (including changes in organizational efficiency, departmental interactions, quality of work life, and changing patterns of work). Potential impacts can be either positive or negative. Positive impacts include improved intellectual performance, increased work discipline, reduction in wasted time, increased efficiency, increased timing and control, increased visibility, increased quantity and quality of work, increased flexibility of time and location of work, and improved quality of work life. Negative impacts include boredom, problems of dependency and stress, feelings of isolation, decrease in organizational loyalty, decrease in quantity and quality of social interactions, and decrease in the quality of work life. The task of the human resources development/management professional is to investigate the changes that are occurring throughout the organization in order to aid workers in integrating the new technology into their work lives. (KC)

ED 246 271 CE 039 320

Schumacher, Sally

Functions of Research: A Conceptual Analysis of Basic, Applied and Evaluation Research and Its Application in Adult Education.

Pub Date—Apr 84

Note—18p; Paper presented at the Adult Education Research Conference (Raleigh, NC, April 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Educational Research, *Evaluation Methods, Postsecondary Education, *Research, *Research Design, Research Methodology, Research Problems, Research Utilization

Identifiers—*Evaluation Research

Although previous conceptualizations have made distinctions among two types of research, this paper suggests conceptual distinctions among three types of research: basic, applied, and evaluation. In an evolving field, distinctions are based on recent writings and the elaboration of evaluation research as different in emphasis from basic and applied research. This paper, in addition, illustrates the distinctions among the functions of basic, applied, and evaluation research with empirical studies in adult education. The conceptual framework for the distinctions among basic, applied and evaluation research was developed from both the literature and actual uses of empirical studies. The paper concludes that there seems to be consensus that basic, applied, and evaluation research are important and there is a necessity to nourish all kinds of research. Understanding the functions of basic, applied, and evaluation research aids in conducting, reading, and using research. (KC)

ED 246 272 CE 039 321

Schumacher, Sally

Ethnographic Methodology in a Study of Word Recognition Strategies of Adult Beginning Readers.

Pub Date—Apr 84

Note—26p; Paper presented at the Adult Education Research Conference (Raleigh, NC, April 1984). For related documents, see ED 213 990 and ED 219 552.

Pub Type—Speeches/Meeting Papers (150) — Re-

ports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Adult Students, *Beginning Reading, Case Studies, Educational Research, *Ethnography, Field Studies, Literacy Education, *Reading Instruction, *Research Methodology, Research Problems, Research Skills, Research Tools, Social Science Research, *Word Recognition

Identifiers—Qualitative Research

Ethnography is a research methodology that belongs to a genre of research called by various names, including educational anthropology, participant observation, case study, field study, and naturalistic inquiry. Ethnography was used as the research methodology for a nine-month study of adult beginning readers in Virginia. The research design was a case study that focused on the learning-to-read process of adults in beginning reading instructional situations. Data included the field notes of the observers, documents and materials used in the settings, and statistics descriptive of test results. Analysis was qualitative rather than quantitative. The ethnographic procedures used in the studies included (1) selecting and training a research team, (2) gaining access and acceptance in the field, (3) holding weekly staff meetings and seminars to specify multiple research roles and evolving focuses; and (4) using procedures to establish a valid database. The study concluded that ethnography is an appropriate methodology when the purpose of the research is to describe and analyze a process from which variables can be identified and relationships suggested. These relationships can later be tested as hypotheses in verification research. Although the methodology is rigorous, time consuming, intellectually demanding, and presents complexities in roles and research ethics, it does provide standards to assess the validity of the data and it is an exciting and fascinating approach to inquiry. (KC)

ED 246 273 CE 039 322

Spitze, Hazel Taylor, Ed.

Interrelationships between Work Life and Family Life. Proceedings, Silver Jubilee Conference, Illinois Teacher of Home Economics (Urbana, Illinois, April 18-21, 1982).

American Home Economics Association, Washington, D.C.; Illinois Univ., Urbana. Div. of Home Economics Education.

Pub Date—Apr 82

Note—66p.

Available from—Illinois Teacher of Home Economics, Division of Home Economics Education, University of Illinois, 1301 South Sixth Street, Champaign, IL 61820 (\$4.00; 10 or more—\$3.00 each).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conference Proceedings, Curriculum Development, *Economic Factors, Employed Parents, Employed Women, *Employment, *Family Life, Higher Education, *Home Economics, *Home Economics Education, Occupational Home Economics, Postsecondary Education, School Role, Secondary Education, Sex Role, *Social Influences, Socioeconomic Influences, Vocational Education

These conference proceedings examine the interrelationships between work life and family life and explore ways in which home economics education can contribute to the solution of attendant problems. The opening session includes a welcome and an introduction to the topic. Other papers address (1) the evolution of the role of women; (2) inflation and investments to insure financial survival; (3) changes business can make to accommodate families; (4) the future of the homemaker; (5) changes in the work men and women do; (6) the relationships among work life, family life, and the earth and what this perspective has to do with education; and (7) an interdisciplinary approach for teaching about work and family. A session that used a series of mini-dramas and panel analyses to consider the impact of health problems on work and family is summarized next. The next paper focuses on identifying and examining myths and realities of work and families and implications for home economics educators. Highlights from discussion groups and seminal ideas from the listening panel are included. The last three papers share results from the current vocational home economics curriculum revision efforts in the Ohio Department of Education; describe the

"People Program," an approach to parenting education; and discuss the Home Economics Educational Dynamics project. (YLB)

ED 246 274 CE 039 325

Driver Education Program. Administrative and Curriculum Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-83-5157

Pub Date—Sep 83

Note—127p; Revision of RS-78-6850.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Administrator Guides, Administrator Responsibility, Administrator Role, Behavioral Objectives, Classroom Techniques, *Driver Education, Educational Legislation, Energy Conservation, Equipment Maintenance, Equipment Utilization, Federal Legislation, Fuel Consumption, Guidelines, High Schools, Laws, Learning Activities, Lesson Plans, *Motor Vehicles, *Program Administration, *Program Implementation, Records (Forms), Safety, State Curriculum Guides, State Legislation, Teaching Methods, *Traffic Safety

Identifiers—Federal Highway Safety Act 1966, Hawaii

This administrative and curriculum guide is designed for use in establishing and teaching a driver education course for high school students. The first section of the guide, a discussion of program administration, deals with various aspects of program management as well as the roles and responsibilities of the key practitioners involved in driver education programs. Provided next is a seven-unit curriculum guide that consists of a series of performance expectations and instructional activities covering the following course topics: vehicle familiarization, basic control tasks, driver fitness tasks, intermediate control tasks, advanced control tasks, motor vehicles, and fuel and energy conservation. The third section of the guide comprises excerpts from the Federal Highway Safety Act of 1966 and the State of Hawaii Driver Education Enactment Act. Included in the 29 appendices to the guide are various sample certificates, forms, tests, and exercises for use in administering and implementing a driver education program. (MN)

ED 246 275 CE 039 327

Evaluation of Economic and Social Consequences of Cooperative Extension Programs.

Department of Agriculture, Washington, D.C. Science and Education Administration.

Pub Date—Jan 80

Note—187p; For the appendix, see CE 039 328. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adult Programs, Agriculture, Community Development, Community Problems, *Economic Change, *Extension Education, Home Economics, Natural Resources, Nutrition, *Outcomes of Education, *Program Evaluation, Rural Development, Secondary Education, *Social Change, Youth Programs

Identifiers—4 H Programs, Cooperative Extension Service, *Economic Impact, *Social Impact

This report describes the cooperative extension system and evaluates the consequences of its educational programs. An executive summary provides an overview of the contents: background, highlights of findings related to consequences, interpretations, and implications for the future. Following an introduction, chapter 2 discusses extension in terms of its development, organization, roles, relationships, and resources. The next four chapters describe the four program areas: agriculture and natural resources, home economics and nutrition, 4-H youth, and community and rural development. The following program consequences are identified for each program area: agricultural extension programs have contributed significantly to growth in agricultural productivity and efficiency and have increased average net income per farm; participants in extension home economics and nutrition programs report savings from home gardening, food preservation, home repair, sewing, and upholstery refinishing; the most visible consequence of 4-H was participation itself; and community and rural development programs have taken an initiating role in addressing needs of disadvantaged citizens. Chapter 7 summarizes the

economic and social consequences of the extension programs. An epilogue reviews and interprets issues highlighted during the evaluation as they related to questions concerning institutional support, role, programs, objectives, clients, funding, and other aspects of the Cooperative Extension Service. (YLB)

ED 246 276 CE 039 328
Evaluation of Economic and Social Consequences of Cooperative Extension Programs. Appendix I. Citizen's Review Panel Report on the USDA Extension Evaluation. Historical Overview of Extension. County Visits.

Department of Agriculture, Washington, D.C. Science and Education Administration.
 Pub Date—Jan 80
 Note—84p.; For the evaluation report, see CE 039 327.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Agriculture, *County Programs, Economic Change, *Educational History, *Extension Agents, *Extension Education, Higher Education, Outcomes of Education, *Program Evaluation, Secondary Education, Social Change

Identifiers—Cooperative Extension Service, *Economic Impact, *Social Impact

This appendix supplements and provides documentation for the report that evaluates the consequences of cooperative extension education. Three reports are provided. An evaluation of the report by the citizens' review panel critiques the objectivity and thoroughness of the evaluation report. It finds that the evaluation would be more accurately described as an in-house report and that the data are insufficient and sometimes misleading, especially regarding adequacy of funding levels. A short history of the cooperative extension system provides a general analysis of how and why extension has functioned as it has over the years. Extension history is divided into seven eras, each representing a significantly different set of environmental circumstances from that which preceded it. An attempt is made for each era considered to define the most important elements in the social, economic, and political milieu; to indicate the typical and significant programming and program planning trends; and to note how the cooperative organizational structure responded to and supported certain of the institution's thrusts. A report of visits to several county extension programs provides general observations and discusses variation and flexibility. Specific observations are made about four individual programs and about black land-grant colleges in the South. (YLB)

ED 246 277 CE 039 332
The National Apprenticeship Program. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Pub Date—82
 Note—27p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Apprenticeships, *Federal Legislation, *Federal Programs, Postsecondary Education, Program Descriptions, Secondary Education, *Skilled Occupations, *Trade and Industrial Education, Vocational Education

Identifiers—*Bureau of Apprenticeship and Training, National Apprenticeship Act, *National Apprenticeship Program

This publication provides information on the National Apprenticeship Program, the coalition of management, labor, and government that supports the apprenticeship program in the United States. The program and apprenticeship are described, and the importance of apprenticeship is touched upon. The goals of the Bureau of Apprenticeship and Training (BAT) are outlined, as are the areas in which BAT provides technical assistance. Advantages of registered apprenticeship are listed. A definition of an apprenticeship occupation is followed by a representative listing of recognized apprenticeship occupations and their Dictionary of Occupational Titles codes. The Federal Committee on Apprenticeship is then briefly discussed. The publication concludes with the addresses and telephone numbers of regional and state offices of the Bureau of Apprenticeship and Training, and the names and

addresses of state and territorial apprenticeship agencies. (YLB)

ED 246 278 CE 039 333
National Apprenticeship and Training Standards for the CWA. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Pub Date—82
 Note—29p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, *Apprenticeships, *Communications, Equal Opportunities (Jobs), *Job Training, Postsecondary Education, Program Administration, *Standards, Telecommunications, Trade and Industrial Education, Unions, Work Experience

Identifiers—*Communications Workers of America

These national apprenticeship and training standards for the Communications Workers of America (CWA) begin with the policy of the CWA and definitions. A discussion of program supervision defines the responsibilities of the National Advisory Committee and local program sponsors. National Apprenticeship Standards are listed that relate to qualifications for application; selection of apprentices; affirmative action plan; equal opportunity pledge; credit for demonstrated competence; probationary period; records; term of apprenticeship; hours of work; apprentice wages; ratio of journeymen to apprentices; work processes; related instruction; safety and health training; certification of completion of apprenticeship; registration, modification, and deregistration; apprenticeship agreement; local standards registration; complaints; transfer of training obligation; work experience; and examinations. Appendixes include work processes and a curriculum for a training program in communications. (YLB)

ED 246 279 CE 039 334
Oversight Hearings on the National Apprenticeship Training Act. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (November 15, 17, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Nov 83
 Note—417p.; Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Federal Legislation, *Federal Programs, Hearings, Postsecondary Education, *Program Effectiveness, *Program Improvement, Secondary Education, *Trade and Industrial Education, Vocational Education

Identifiers—*National Apprenticeship Act 1937

This document contains two congressional hearings on the present apprenticeship programs to determine whether they are effective in producing the needed skilled craftspeople. The hearings also focus on how the apprenticeship training systems may be improved to meet the ever-changing needs of industry. Testimony includes statements, prepared statements, letters, and supplemental materials from United States representatives and individuals representing the National Tooling and Machining Association; National Association of Government Labor Officials; Metal Trades Department, AFL-CIO; Center for the Study of Human Resources, University of Texas at Austin; National Association of State and Territorial Apprenticeship Directors; Outreach Program, International Association of Bridge, Structural, and Ornamental Iron Workers; Goodyear Tire and Rubber Co.; Norfolk Shipbuilding and Drydock Corp.; National Joint Apprenticeship and Training Committee of the Electrical Contractors Association; Joint Apprenticeship Committee, AFL-CIO; National Education Committee, Associated Builders and Contractors; National Women's Law Center; American Vocational Association; departments of labor of various states; public school systems; the United States Department of Labor; and union locals. (YLB)

ED 246 280 CE 039 340
Franken, Ken And Others

A Multidisciplinary Research Team Approach to Computer-Aided Drafting (CAD) System Selection. Final Report.

Linn Technical Coll., MO.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—3 May 84
 Note—63p.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, *Drafting, Educational Media, Evaluation Criteria, Evaluation Methods, Instructional Development, *Instructional Systems, *Media Selection, Postsecondary Education, Program Evaluation, Questionnaires, *Technical Education

Identifiers—*Computer Assisted Drafting, Evaluation Research, Multidisciplinary Teams, Research Teams

A multidisciplinary research team was assembled to review existing computer-aided drafting (CAD) systems for the purpose of enabling staff in the Design Drafting Department at Linn Technical College (Missouri) to select the best system out of the many CAD systems in existence. During the initial stage of the evaluation project, researchers methodically reviewed over 70 books, pamphlets, newsletters, and periodicals concerning CAD hardware and programs. After selecting 54 systems for further study, the researchers developed a 108-item evaluation instrument designed to compare each of the 54 systems according to the specific criteria for CAD performance within Linn Technical College. Based on the results of this comparison, the research team recommended that the Design Drafting Department purchase the Tektronix Plot 2D CAD system. (Appended to this report are a detailed outline of the evaluation effort, a summary of the background qualifications of the research team members, a bibliography on CAD systems, sample correspondence, minutes of the research team meetings, the evaluation instrument, and two display problems.) (MN)

ED 246 281 CE 039 341
Rohrbach, Norman And Others

Revising the Depreciation and Investment Credit Lessons for Farm Management and Supervised Occupational Experience for Use in Missouri Programs of Vocational Agriculture. Final Report.

Missouri Univ., Columbia.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—25 Jun 84
 Note—102p.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Education, Assessed Valuation, Cooperative Programs, *Farm Accounts, *Farm Management, Federal Legislation, Investment, *Lesson Plans, Money Management, Recordkeeping, Secondary Education, State Curriculum Guides, Supervised Farm Practice, *Tax Credits, Tax Deductions, Taxes, Tax Rates, Teaching Methods, Units of Study, *Vocational Education, Work Experience Programs

Identifiers—*Missouri, Tax Reform Act 1981

This project developed four lessons that reflect the 1981 tax laws as they relate to the use of investment credit and depreciation in farm accounting systems. Project staff reviewed tax laws and related materials and identified four lessons in farm management and supervised occupational experience that needed revision. Materials were then organized and appropriate lesson plans were developed for use in the vocational agriculture program. The lesson plans, part of existing Missouri vocational agriculture curriculum, cover farm records, managing taxes to maximize income, using depreciation/cost recovery and investment credit in a farm business, and setting up depreciation/cost recovery schedules and inventories. Each lesson contains an objective, study questions, references, handouts, teaching procedures, information sheets, sample forms, exams, and exam answers. (KC)

ED 246 282 CE 039 342
Young, Amy

A Study to Identify Competencies Performed by Patient Advocate/Representatives in the Health Care Setting. Final Report.
 Maple Woods Community Coll., Kansas City, Mo.

Spons Agency—Missouri State Dept. of Education, Jefferson City, Research Coordinating Unit.
Pub Date—10 Apr 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, *Advocacy, *Allied Health Occupations, *Allied Health Occupations Education, Community Colleges, Health Services, Job Analysis, *Job Skills, *Occupational Information, *Patients, Postsecondary Education, Task Analysis, Two Year Colleges
Identifiers—Patient Representatives

A study identified the competencies performed by the patient representative, a relatively new member of the health care team. An ad hoc advisory committee was formulated, and a working committee was formed from volunteers and people recommended by the ad hoc committee. The working committee identified the competencies required of the patient representative using the task analysis methodology. The draft of competencies was then reviewed by the ad hoc advisory committee, and the competency list was revised per recommendations. Following the three-page narrative, four appendices are provided. These are the task analysis for the patient representative, a list of individuals who reviewed the task analysis, a list of working committee members, and a proposed job description for the patient representative. (YLB)

ED 246 283

CE 039 345

Blattner, Bruce E. And Others

A Post Secondary Prevocational Education Model:

A Guide for Implementation. A Research Ver-

ified Training Program to Help the High-Risk

Student Complete Post Secondary Education.

Missoula Vocational Technical Center, Mont.

Spons Agency—Montana State Dept. of Public In-

struction, Helena.

Pub Date—Jun 84

Note—204p.

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Allied Health Occupations Education, Basic Skills, Career Counseling, Classroom Techniques, Compensatory Education, *Developmental Studies Programs, Educational Diagnosis, Educational Needs, Enrollment, Guidelines, *High Risk Students, Instructional Materials, Learning Activities, Lesson Plans, Mathematics Skills, Models, Postsecondary Education, *Potential Dropouts, Pretests Posttests, *Prevocational Education, Program Implementation, Questionnaires, Reading Skills, Records (Forms), *Remedial Programs, Self Evaluation (Individuals), Student Evaluation, Study Skills, Validated Programs

Identifiers—Montana, Special Needs Students

This guide comprises a summary of the development of and materials for use in the implementation of a research-verified model training program to help high-risk students complete postsecondary education programs. Discussed first is the original pilot project that was implemented to serve the high-risk postsecondary vocational students entering the health occupations courses at Missoula Vocational Technical Center (MVTC) in Missoula, Montana. The second chapter describes the success of the pilot project in helping 116 of the 175 participants in the prevocational program to complete it successfully. Addressed next are reasons for prevocational programs, components of such programs in relation to the importance of flexibility, and concerns and pitfalls in implementing prevocational education. The fourth chapter, a program model, consists of course outlines, course objectives, day-by-day teaching schedules, procedures for identifying high-risk students and enrolling them in prevocational programs, and exit interview procedures for use in the following subject areas: reading, study skills, mathematics, and career counseling. Appendixes to the guide include sample program correspondence, pre- and posttest data on MVTC program participants, ground rules for learning groups and for group counseling, a career awareness scale, a sample health occupations course pretest, and a bibliography. (MN)

ED 246 284

CE 039 346

Medical Office Assistants' Handbook. Second Edition.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8289-0

Pub Date—81

Note—216p.; Developed by the Medical Office Assistants' Association of British Columbia.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$5.00).

Pub Type—Guides - Classroom - Learner (051) —

Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abbreviations, Allied Health Occupations, *Allied Health Occupations Education, Anatomy, Bookkeeping, Business Skills, Drug Use, Filing, Foreign Countries, Guidelines, Health Insurance, Hospitals, Job Skills, Laws, Letters (Correspondence), *Medical Assistants, *Medical Services, Medical Vocabulary, Mental Health, *Office Management, *Office Occupations Education, Postsecondary Education, Public Health, Recordkeeping, *Secretaries, Supplies, Telephone Usage Instruction, Workers Compensation

Identifiers—British Columbia, Patient Care

This handbook is intended both as a text for use in medical office assistant (MOA) training programs in colleges and as a handbook for people working in medical offices. Addressed in the individual sections of the manual are the following topics: responsibilities of the medical office assistant, office organization, appointments and the waiting room, telephone usage, records, filing, correspondence, referrals, general practice, specialists, allied professions, the law and medicine, public health, medical-related services available to the public, hospitals, mental health, drugs, abbreviations, bookkeeping, fee schedules, billing, medical insurance, Workers' Compensation Board patients, medical emergencies, guidelines for assisting a doctor, office housekeeping, procedures for ordering supplies, disposable items, human anatomy, and medical terminology. Appended to the handbook is an MOA skill profile chart. (MN)

ED 246 285

CE 039 347

Mitchell, Barbara J.

Introduction to Dacum. Dacum 1.

British Columbia Univ., Vancouver. Centre for Continuing Education.

Spons Agency—British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8364-1

Pub Date—83

Note—21p.; For related documents, see CE 039 348-350.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$2.00 for set of four, plus 10% shipping). 10% for shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, Cooperative Planning, *Curriculum Design, Curriculum Development, Educational Benefits, Educational Needs, *Educational Objectives, Educational Planning, Educational Practices, Foreign Countries, Instructional Development, Instructional Materials, Models, Needs Assessment, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, School Business Relationship, *Technical Education, *Vocational Education

Identifiers—British Columbia, *Dacum Process

This booklet, the first in a series of four volumes on the Designing a Curriculum (Dacum) process, is intended to explain to Dacum workshop participants exactly what Dacum is and why it was created. The first section of the guide traces the development of Dacum as a program planning model that was established in the late 1960s in response to the need to solve practical training problems. Discussed next are new approaches to the Dacum process that were initiated in the mid-1970s at vocational and technical programs in colleges and universities across British Columbia. The third section of the guide, an outline of Dacum principles and procedures, deals with the following steps in the Dacum model: conducting a job analysis, establishing objectives, and designing instruction. The benefits provided by Dacum to learners, instructors, administrators, and employers are enumerated. Concluding the booklet are a list of available skill profile charts from the British Columbia Research and Development Branch, course outlines, and course objectives for a variety of vocational and technical education subject areas, as well as suggestions for further reading. (MN)

ED 246 286

CE 039 348

Mitchell, Barbara J.

The Dacum Workshop. Dacum 2.

British Columbia Univ., Vancouver. Centre for Continuing Education.

Spons Agency—British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8365-X

Pub Date—83

Note—19p.; For related documents, see CE 039 347-350.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$2.00 for set of four, plus 10% for shipping). 10% for shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, Cooperative Planning, *Curriculum Design, Curriculum Development, *Educational Needs, Educational Objectives, Educational Planning, Educational Practices, Employment Qualifications, Foreign Countries, Instructional Development, Job Skills, Models, Needs Assessment, Postsecondary Education, Program Implementation, School Business Relationship, Skill Analysis, Teacher Workshops, *Technical Education, *Vocational Education

Identifiers—British Columbia, *Dacum Process

This booklet, the second in a series of four volumes on the Designing a Curriculum (Dacum) process, is intended to familiarize prospective Dacum workshop participants with the goals and procedures of the workshop. The first section of the booklet comprises a description of a Dacum workshop as a means of bringing together educators and employers to develop a competency-based training program designed to produce graduates for employment in career, technical, and vocational fields. Discussed next are reasons for having a Dacum workshop, numbers and types of workshop participants, the roles of various workshop participants, and the usual locations for holding Dacum workshops. The second half of the booklet, a description of the typical Dacum workshop agenda, outlines the following workshop activities: orientation, establishment of the title and scope of the occupation under discussion, identification of the general areas of competence required by the occupation, identification of the enabling skills for performance of the occupation, and review and refinement of the initial charting of areas of competence and enabling skills. Concluding the booklet is a brief explanation of the development and review of draft copies of the competence chart. (MN)

ED 246 287

CE 039 349

Mitchell, Barbara J.

From Skill Profile to Objectives. Dacum 3.

British Columbia Univ., Vancouver. Centre for Continuing Education.

Spons Agency—British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8366-8

Pub Date—83

Note—15p.; For related documents, see CE 039 347-350.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$2.00 for set of four, plus 10% for shipping). 10% for shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Competency Based Education, Course Descriptions, *Curriculum Design, Curriculum Development, Educational Needs, Educational Objectives, Educational Planning, Employment Qualifications, Foreign Countries, *Job Skills, Models, Needs Assessment, Postsecondary Education, Program Development, Program Implementation, Skill Analysis, *Technical Education, *Vocational Education

Identifiers—British Columbia, *Dacum Process

This booklet, the third in a series of four volumes on the Designing a Curriculum (Dacum) process, is intended to assist Dacum workshop participants, program developers, and others in using skill profile charts in order to formulate objectives for competency-based vocational and technical training programs. Examined in the first two sections are procedures for analyzing skill profiles and for using them to set objectives. The next section deals with

the array of terms related to the word "objectives" in education and training literature and their relevance to the specific statements of learning outcomes that are generated through the analysis of a skill profile. Concluding the booklet are suggestions for further reading. (MN)

ED 246 288 CE 039 350

Mitchell, Barbara J.
From Objectives to Instruction. Dacum 4.
British Columbia Univ., Vancouver. Centre for Continuing Education.

Spons Agency—British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8367-6

Pub Date—83

Note—23p.; For related documents, see CE 039 347-349.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$2.00 for set of four, plus 10% for shipping). 10% for shipping.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Behavioral Objectives, Classroom Techniques, *Competency Based Education, *Curriculum Design, Curriculum Development, Educational Assessment, Educational Objectives, Educational Planning, Educational Practices, Educational Strategies, Foreign Countries, Inservice Teacher Education, *Instructional Development, Instructional Materials, Job Skills, Media Selection, Models, Postsecondary Education, Program Development, Program Evaluation, Program Implementation, Resources, Secondary Education, Student Evaluation, Teaching Methods, *Technical Education, *Vocational Education

Identifiers—British Columbia, *Dacum Process

This booklet, the fourth in a series of four volumes on the Designing a Curriculum (Dacum) process, is intended to assist instructors and trainers in examining some of the issues involved in translating a Dacum chart and curriculum objectives into an instructional program. Discussed first are various points of view as to where program development ends and instructional design begins. Procedures are set forth for translating curriculum guidelines into an instructional plan, analyzing objectives, selecting instructional techniques, choosing instructional resources, and evaluating learning and instruction. Covered next are the craft and art of instructing adults as well as the following four British Columbia programs for adult educators: the Instructor's Diploma Program (an in-service for postsecondary and certain secondary teachers), Introduction to Teaching Adults (a self-help program), the Instructional Skills Workshop Program for Postsecondary Instructors, and the Teaching Techniques Series (a series of videotapes and booklets). The services of the British Columbia Provincial Postsecondary Resource Centre are described. Concluding the booklet is an annotated list of some commercially available materials on the subject of competency-based education and its implications for instruction. (MN)

ED 246 289 CE 039 351

Diamond Drilling Specification Manual and Course Outline.

British Columbia Dept. of Education, Victoria.

Pub Date—84

Note—260p.; Prepared by Western Diamond Drilling Contractors Association for the Ministry of Education.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, Equipment Utilization, Foreign Countries, *Job Skills, Job Training, *Mining, Safety, *Standards, Teaching Guides, *Trade and Industrial Education

Identifiers—Canada (West), *Diamond Drilling, *Diamonds

This publication presents the standards required of a person practicing diamond drilling in western Canada and provides an outline for teaching the skills and knowledge. It is divided into two parts. The Diamond Drilling Specification Manual estab-

lishes the levels of skill and knowledge required in the four certified levels of diamond drilling. The manual not only establishes the standards required but also enables employers to relate pay and responsibility to a uniform standard. A method is included for assessing and assigning certification for drillers who have not been trained through this program. The Diamond Drilling Course Outline represents the requirements for teaching diamond drilling for levels one through four. Informative material found at the beginning of the level 1 course outline provides a general description and aim, class limit and instructor requirements, facilities requirements, equipment requirements, performance check list, and suggested weekly timetable. Summaries of the course outline for each level are provided. The course outline for each level specifies the objectives, location(s) of instruction, task, teaching points, teaching method(s), time required, material and equipment required, teacher suggestions, checks, and references. (YLB)

ED 246 290 CE 039 352

McColman, Don
Heavy Duty Tiresman. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8361-7

Pub Date—83

Note—82p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 353-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, *Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Repair, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators, *Tires

This training outline for heavy duty tiresmen, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 13 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, preparation of the equipment for tire changes, remove the tire from the equipment front and rear, replace the tires on the equipment front and rear, tire removal from the rim assembly, install tire on rim assembly, and special assignments. A skill profile chart is attached. (YLB)

ED 246 291 CE 039 353

Savilow, Bill
Rotary Drill Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8357-9

Pub Date—83

Note—97p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the

Job Training, Organizational Communication, Postsecondary Education, Repair, Safety, *Trade and Industrial Education
Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for rotary drill operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 2 to 19 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, indicators and controls, pre-start and operational checks, basic operation, service the drill, move the drill, and special assignments. A skill profile chart is attached. (YLB)

ED 246 292 CE 039 354

Track Dozer Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8337-4

Pub Date—82

Note—111p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for track dozer operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into nine modules. Each module is based on 3 to 17 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, gauges and controls, pre-start and operational checks, basic dozer operation, dozer production operation, service and refuel, exploration work, and special assignments. A skill profile chart is attached. (YLB)

ED 246 293 CE 039 355

Hartley, Larry
Shovel Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8358-7

Pub Date—83

Note—91p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for shovel operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 3 to 14 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, indicators and controls, pre-start and operational checks, basic operation, shovel production, lubrication and service, and special assignments. A skill profile chart is attached. (YLB)

ED 246 294 CE 039 356

Swilow, Bill

Grader Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8341-2

Pub Date—82

Note—95p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Repair, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for grader operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 2 to 24 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, indicators and controls, pre-start and operational checks, basic operation, grader production, service and refuel, and special assignments. A skill profile chart is attached. (YLB)

ED 246 295 CE 039 357

Swilow, Bill

Front End Loader Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8342-0

Pub Date—82

Note—88p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for front end loader operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 3 to 14 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, gauges and controls, pre-start and operational checks, basic operation, front end loader production operation, service and refuel, and special assignments. A skill profile chart is attached. (YLB)

ED 246 296 CE 039 358

Haulage Truck Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8329-3

Pub Date—82

Note—90p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-359.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators, *Truck Drivers

This training outline for haulage truck operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 1 to 13 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, gauges and controls, pre-start and operational checks, basic truck operation, production operation, service and refuel, and special assignments. A skill profile chart is attached. (YLB)

ED 246 297 CE 039 359

Rubber Tire Dozer Operator. Open Pit Mining Job Training Series.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8336-6

Pub Date—82

Note—83p.; Joint project of the Ministry of Education and the member companies of the Mining Association of British Columbia. For related documents, see CE 039 352-358.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Coal, Communication (Thought Transfer), Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Equipment Maintenance, *Equipment Utilization, Foreign Countries, Interpersonal Communication, Job Skills, Learning Modules, *Machinists, Metals, *Mining, On the Job Training, Organizational Communication, Postsecondary Education, Safety, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Operators

This training outline for rubber tire dozer operators, one in a series of eight outlines, is designed primarily for company training foremen or supervisors and for trainers to use as an industry-wide

guideline for heavy equipment operator training in open pit mining in British Columbia. Intended as a guide for preparation of lesson plans both for classroom and on-the-job training activities, this outline is divided into eight modules. Each module is based on 1 to 13 objectives. For each objective, key points and procedures are outlined. Module topics are basic safety and operating rules, communications, indicators and controls, pre-start and operational checks, basic operation, rubber tire dozer production operation, service and refuel, and special assignments. A skill profile chart is attached. (YLB)

ED 246 298 CE 039 360

Travel Agent Course Outline.

British Columbia Dept. of Education, Victoria.

Pub Date—84

Note—139p.; Developed by the Hospitality Industry Education Advisory Committee, the Alliance of Canadian Travel Associations-B.C., and the Canadian Institutes of Travel Counsellors of British Columbia in cooperation with the Ministry of Education.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Communication Skills, Competency Based Education, Course Content, Course Descriptions, Curriculum Guides, Foreign Countries, Higher Education, *Hospitality Occupations, *Inservice Education, Interpersonal Communication, *Job Skills, Job Training, Learning Modules, Staff Development, *Tourism, Trade and Industrial Education, *Travel

Identifiers—British Columbia, *Travel Agents

Written for college entry-level travel agent training courses, this course outline can also be used for inservice training programs offered by travel agencies. The outline provides information on the work of a travel agent and gives clear statements on what learners must be able to do by the end of their training. Material is divided into eight modules, each of which is based on 5 to 31 skills. Learning tasks are outlined for each skill. Module topics are orientation to the travel industry, communication skills, world tourism geography, office procedures, package tours, air tariffs and ticketing, ancillary services, and skills and services. A skill profile is attached. (YLB)

ED 246 299 CE 039 361

Batchelor, Leslie A. Abercrombie, Richard, Ed. Heavy Duty Mechanics Apprenticeship Training, Module One, Volume I.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7718-8234-3

Pub Date—[80]

Note—636p.; For volume II, see CE 039 362.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (Set of two volumes—\$15.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Auto Mechanics, Electricity, Engines, *Equipment Maintenance, Equipment Utilization, Foreign Countries, Hand Tools, *Hydraulics, Inservice Education, Job Skills, Machine Tools, Measurement, Measurement Equipment, Mechanical Skills, *Mechanics (Process), On the Job Training, Postsecondary Education, Safety, School Shops, *Trade and Industrial Education

Identifiers—Automotive Suspension Systems, Brakes (Automotive), British Columbia, *Heavy Equipment Mechanics

This training manual, the first of two volumes, comprises the first six blocks in a nine-block in-service training course for apprentices working in heavy duty mechanics. Addressed in the individual blocks included in this volume are the following topics: shop equipment and practices; procedures for starting, moving, and stopping equipment; the principles and theory of hydraulics; brakes; power trains; and frames, suspensions, running gear, and working attachments (bearings and seals; track machine undercarriages; track machine final drives; track machine steering; wheel machine suspensions; tires, rims, and wheels; wheel machine final drives; wheel machine steering and front suspension; and working attachments). Each block contains a section on parts theory that gives the purpose, topics,

operations, and applications of the parts and systems being discussed; a set of questions on parts theory; a section on scheduled maintenance and service repair; a set of questions on service; and a list of validated tasks to be completed during the course of daily on-the-job routines. The manual is illustrated with photographs and drawings. (MN)

ED 246 300 CE 039 362

Batchelor, Leslie A. Abercrombie, Richard, Ed.
Heavy Duty Mechanics Apprenticeship Training, Module One. Volume II.
British Columbia Dept. of Education, Victoria.
Report No.—ISBN-0-7718-8234-3
Pub Date—[80]

Note—266p.; For volume I, see CE 039 361.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (Set of two volumes—\$15.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Auto Mechanics, Electric Batteries, Electric Circuits, *Electricity, Electric Motors, Electronic Equipment, *Engines, Equipment Maintenance, Equipment Utilization, Foreign Countries, Hand Tools, Inservice Education, Job Skills, Machine Tools, Magnets, *Mechanics (Process), On the Job Training, Postsecondary Education, Safety, School Shops, *Trade and Industrial Education

Identifiers—British Columbia, *Heavy Equipment Mechanics, Ignition Systems

This training manual, the second of two volumes, comprises the final three blocks in a nine-block in-service training course for apprentices working in heavy duty mechanics. Addressed in the individual blocks included in this volume are engines, basic electricity, and winches. Each block contains a section on parts theory that gives the purpose, topics, operations, and applications of the parts and systems being discussed; a set of questions on parts theory; a section on scheduled maintenance and service repair; a set of questions on service; and a list of validated tasks to be completed during the course of daily on-the-job routines. The manual is illustrated with photographs and drawings. (MN)

ED 246 301 CE 039 364

Boilermaking Manual.
British Columbia Dept. of Education, Victoria.
Report No.—ISBN-0-7718-8254-8
Pub Date—[82]

Note—381p.; Developed in cooperation with the Apprenticeship Training Programs Branch, Ministry of Labour. Photographs may not reproduce well.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$10.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, Blue Collar Occupations, Blueprints, *Construction (Process), Construction Materials, Drafting, Foreign Countries, Hand Tools, Industrial Personnel, *Industrial Training, Inplant Programs, Machine Tools, Mathematical Applications, *Mechanical Skills, Metal Industry, Metals, Metal Working, *On the Job Training, Postsecondary Education, Power Technology, Quality Control, Safety, *Sheet Metal Work, Skilled Occupations, Skilled Workers, Trade and Industrial Education, Trainees, Welding

Identifiers—*Boilermakers, *Boilers, British Columbia

This manual is intended (1) to provide an information resource to supplement the formal training program for boilermaker apprentices; (2) to assist the journeyworker to build on present knowledge to increase expertise and qualify for formal accreditation in the boilermaking trade; and (3) to serve as an on-the-job reference with sound, up-to-date guidelines for all aspects of the trade. The manual is organized into 13 chapters that cover the following topics: safety; boilermaker tools; mathematics; material, blueprint reading and sketching; layout; boiler shop fabrication; rigging and erection; welding; quality control and inspection; boilers; dust collection systems; tanks and stacks; and hydro-electric power development. Each chapter contains an introduction and information about the topic, illustrated with charts, line drawings, and photographs. (KC)

ED 246 302 CE 039 365

Lengert, Gerry.
Drywall Finishing Manual.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Report No.—ISBN-0-7718-8362-5
Pub Date—83

Note—265p.; Publishing financed by Ministry of Labour.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$10.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Behavioral Objectives, Buildings, *Building Trades, Carpentry, Ceilings, Competence, Competency Based Education, *Construction (Process), Construction Costs, Construction Industry, *Construction Materials, Construction Programs, Equipment, Foreign Countries, Hand Tools, *Job Skills, Learning Modules, Lesson Plans, Machine Tools, Postsecondary Education, Safety, State Curriculum Guides, *Structural Elements (Construction), Task Analysis, Trade and Industrial Education, Units of Study, Vocational Education

Identifiers—British Columbia, *Drywall Construction

This manual, a self-study guide for apprentices in the drywall finishing trade in British Columbia, attempts to establish standards for the trade. It tells how to produce a properly taped and filled drywall surface and describes what that surface should look like. The standards emphasize quality work that can be realistically achieved on the job. Wherever possible the manual divides aspects of drywall finishing into step-by-step procedures. Safe, efficient use of the body in performing finishing tasks is stressed in the procedures. Besides procedures, the manual also deals with knowledge related to drywall finishing. The manual consists of 11 modules covering the following topics: filling compounds, safety, applying bead, taping and wiping tapes, filling, texturing, repairs and corrections, factors affecting drywall finishing, working efficiently, maintenance of tools and machines, and estimating. Each module contains an introduction that describes the contents of the module; an information section illustrated with tables, line drawings, and photographs; a summary; and exercises. An answer key completes the manual. (KC)

ED 246 303 CE 039 366

Lengert, Gerald.
Drywall Finishing Apprenticeship. Course Outline (C-6).

British Columbia Dept. of Education, Victoria.
Pub Date—81

Note—126p.; For a related manual, see CE 039 365.
Developed for the British Columbia Ministry of Labour with the assistance of the Drywall Finishing Trade Advisory Committee.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Behavioral Objectives, Buildings, Building Trades, Carpentry, Ceilings, Competence, Competency Based Education, *Construction (Process), Construction Costs, Construction Industry, *Construction Materials, Course Content, Course Descriptions, Foreign Countries, *Job Skills, Lesson Plans, Postsecondary Education, Safety, State Curriculum Guides, *Structural Elements (Construction), Systems Building, Task Analysis, Trade and Industrial Education, Units of Study, Vocational Education

Identifiers—British Columbia, *Drywall Construction

This course outline was prepared to help apprentice drywall installers and teachers of drywall finishing courses to learn or teach the skills necessary for the apprenticeship course in British Columbia. The course outline consists of 11 tracks (units) that cover the following topics: estimating, job inspection, safety, applying bead, filling compounds, taping, filling, texturing, making repairs and corrections, maintaining equipment, and job economics. Each unit consists of 3 to 12 skills outlines. The page format for the skills outlines has a statement of the skill at the top, followed by the perfor-

mance objective, and a list of procedures. The procedures detail the steps and knowledge needed to carry out the objective. Opposite each procedure are criteria that give the acceptable standard for how well the procedure is to be done. The outline can be used by students as a guide to accepted standards and by teachers as a lesson plan. A drywall finishing skill profile chart is included. (KC)

ED 246 304 CE 039 367

Plumbing. Manual of Instruction for the Plumbing Trade. [Revised Edition].
British Columbia Dept. of Education, Victoria.
Report No.—ISBN-0-7718-8300-5
Pub Date—82

Note—427p.; Developed in cooperation with the Ministry of Labour. Revised edition of a manual of the same title prepared by Leonard F. Stanbrook and published in 1977.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$8.00).

Pub Type—Guides - Classroom - Teacher (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Building Trades, Curriculum Guides, Equipment Utilization, Foreign Countries, Instructional Materials, Maintenance, *Plumbing, Postsecondary Education, Safety, *Sanitary Facilities, Teaching Guides, *Trade and Industrial Education, Water Treatment

Identifiers—British Columbia

This manual for the classroom instructor provides the basic trade knowledge and product data required by the student and the graduate plumber. It is also useful as an on-the-job reference. First, an information page on metric conversion is provided. The contents are presented in what is considered to be the most logical instructional sequence. Topics covered in the 38 parts include tools and equipment used in the plumbing trade; rigging and hoisting materials, equipment, and methods; safety practices, flammable materials and torches; pipe, fittings, and joints made of various materials; the vitaculic grooved piping method; pipe hangers and supports; oxygen and acetylene welding; electric-power tools, equipment, and accessories; power-actuated tools; installation of bathroom and other fixtures; maintenance of plumbing systems; private sewage-disposal systems; public underground water-distribution systems; domestic-water pumps, softeners, and conditioners; corrosion of metal and its prevention; cross-connections and protection devices; connecting hospital equipment; compressed-air systems; design of water-distribution systems; insulations for piping, fittings, and equipment; proprietary plumbing systems; and symbols for architectural drawings. The manual is illustrated with numerous figures and tables. (YLB)

ED 246 305 CE 039 368

Mitchell, Barbara J.
The Waiter and Waitress Training Manual. Revised Edition.
British Columbia Dept. of Education, Victoria.
Report No.—ISBN-0-7726-0015-5
Pub Date—78

Note—164p.

Available from—Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (\$7.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Dining Facilities, *Food Service, *Hospitality Occupations, Inservice Education, Instructional Materials, Occupational Home Economics, Postsecondary Education, Retraining, Safety, Vocational Education

Identifiers—*Waiters Waitresses

This manual is intended for use in pre-employment or upgrading training programs for persons who are planning to work or are presently working in the hotel and restaurant food service industry. Eleven chapters cover interpersonal relationships with employers, fellow employees, and customers; grooming and personal hygiene; sanitary food handling; safety; tools of the trade (china, cutlery, and glassware); how to interpret a menu; setting up for service; service of customers; preparation of beverages and fountain products; preparation and service of alcoholic beverages; and duties of host and cashier. Each chapter contains informative material with examples, photographs, and/or drawings and concludes with a brief self-test. (YLB)

ED 246 306 CE 039 374

Direct Student Laboratory Experience. Second Edition, Module C-7 of Category C-Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-167-1

Pub Date—84

Note—60p; For related documents, see ED 242 951-952, ED 244 136, and CE 039 061-063.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Classroom Techniques, *Competency Based Teacher Education, Higher Education, Individualized Instruction, Job Skills, *Laboratories, Learning Activities, Learning Modules, *Material Development, Postsecondary Education, Secondary Education, *Teacher Developed Materials, Teacher Evaluation, Teaching Methods, Teaching Skills, Vocational Education, *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to prepare the teacher to guide students effectively during vocational-technical laboratory instruction. Learning experiences are provided to aid the instructor in assisting students in developing their own work plans and guiding their progress through the use of these plans. Other learning experiences give the instructor skill in developing special instructional materials for use in the laboratory: job sheets, operation sheets, and information sheets. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes six learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, case studies, self checks, and checklists. Optional activities are provided. Completion of these six learning experiences should lead to achievement of the terminal objective through the seventh and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 246 307 CE 039 453

Miller, Juliet V.

The Family-Career Connection: A New Framework for Career Development.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—58p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 288).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Choice, *Career Development, Children, Dual Career Family, *Employed Parents, Employed Women, *Family (Sociological Unit), Family Life Education, Family Relationship, *Family Role, Family Structure, *Role Conflict, Role Models, *Sex Role, Social Change

This paper is designed to clarify the concept of the family-career connection, defined as the interrelationships of family and career roles. The connection is illustrated in a model that includes the components of aspects of the family, aspects of careers, family functions, trends, and career development interventions. The family-career connection is further explored in a chapter defining basic concepts about the family (family membership, individual needs, coordination patterns, life-cycle stages, and relationship to the outside world) and about individual careers (salience, developmental stages, decision making, and occupational opportunities). The next chapter charts trends in the emerging career roles of

women, the emerging child care and household roles of men, and the effects of parental employment on children. The final chapter reviews the implications of this information about families and careers for the improvement of career development and family life education. Six goals for strengthening the family-career connection are outlined. Examples of existing program strategies and recommendations for program development are provided. A list of references concludes the paper. (SK)

ED 246 308

Fingeret, Arlene

Adult Literacy Education: Current and Future Directions.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—68p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 284).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, *Adult Literacy, Adult Reading Programs, Community Action, Competency Based Education, Disadvantaged, Educational Policy, Educational Research, Functional Literacy, *Illiteracy, Individual Instruction, *Literacy Education, *Reading Instruction, *Reading Processes, Schemata (Cognition), Subcultures, Teacher Education

Identifiers—Adult Performance Level, *Community Based Education

To clarify and examine conventional wisdom and stereotypes about adult literacy, this paper focuses on the approaches of individually oriented and community-oriented programs. An examination of the literature base (encompassing research reports, informal accounts, manuals and handbooks, and theoretical, philosophical, and policy articles) leads to the conclusion that these different approaches work successfully with different segments of the illiterate adult population. The underlying issues of conflicting definitions of illiteracy, the nature of the reading process, characteristics of illiterate adults, and the purposes of literacy education are elaborated. A discussion follows of the implications of these issues for the choice of program models and of approaches to such program aspects as planning and evaluation, instructor preparation, curriculum, and instructional methods and materials, from the standpoints of the individual orientation and the community-based orientation. This information is synthesized in a concluding chapter that presents a series of recommendations for the improvement of literacy education: a wider range of program models, greater emphasis on community-oriented efforts, more leadership from literacy educators, a state and national context for literacy programs, new models of teaching-learning interaction, increased input from illiterate adults, and additional research on reading processes, competency-based education, volunteers, student characteristics, and educational technology. (SK)

ED 246 309

Merriam, Sharon B.

Adult Development: Implications for Adult Education.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—48p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 282).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Development, *Adult Education, Adults, Career Counseling, *Developmental Stages, Developmental Tasks, *Individual Development,

*Midlife Transitions, Models, *Personality Change, Program Development

Identifiers—Life Cycles

The purpose of this paper is to review and synthesize the literature on adult development and to suggest how this information can be applied to the practice of adult education. The first section discusses the nature of adult development, its definition, and key concepts. Sequential patterns of change in adulthood are examined in section 2, focusing on models formulated by Jung, Buhler, Erikson, Havighurst, Levinson, Gould, Sheehy, Loevinger, Perry, Kohlberg, and Fowler. Questions about the existence and nature of sequential models and the universality and generalizability of stage theories are aired. The next section provides a sampling of other approaches to development: the issue of personality change, the themes of work and love in adulthood, and the concept of life events and transitions. The second half of the paper explores the interrelationship between adult development and adult education, suggesting that an adult's motivation and need for education are most likely propelled by life-stage concerns and tasks. The paper concludes with practical applications of adult developmental research to adult education in the areas of program development, instruction, and counseling. (SK)

ED 246 310

Magisos, Joel H. And Others

Excellence in Vocational Education: Four Levels, Four Perspectives.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—52p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 287).

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Adult Vocational Education, Basic Skills, Curriculum Development, Educational Change, Educational Objectives, Educational Policy, *Educational Quality, Equal Education, *Instructional Improvement, Postsecondary Education, Public Schools, School Business Relationship, School Effectiveness, Secondary Education, Teacher Education, *Teacher Improvement, *Vocational Education, *Vocational Education Teachers

The papers in this compilation address excellence in vocational education from the perspectives of four educational levels—secondary, postsecondary, adult, and teacher education. The implications of the recent national study reports on education are examined for each level, and standards of excellence and recommendations for action are suggested. First, Joel H. Magisos considers how secondary vocational education will be affected by the national report recommendations. Describing what constitutes excellence at this level, he lists an agenda for action to influence policy at state and local levels. Next, Madge L. Attwood reviews implications for postsecondary vocational education curriculum, teachers, and teaching, focusing on the need for balance between excellence and equity. The increasing importance of adult vocational education in an era of demographic change is emphasized by Susan Imel, who discusses factors affecting quality in the diverse programs at this level. Finally, Ruth Pierce Hughes reports on the recommendations of the national studies as well as extant research on teacher preparation, especially the education of beginning teachers, and makes specific suggestions for vocational teacher education. A list of references concludes the compilation. (SK)

ED 246 311

Zigerell, James

Distance Education: An Information Age Approach to Adult Education.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—84p.

CE 039 457

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 283).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Broadcast Industry, Cable Television, Communications Satellites, Community Colleges, Consortia, Correspondence Study, *Distance Education, Educational Radio, Educational Technology, *Educational Television, Instructional Design, *Multimedia Instruction, Nontraditional Education, *Open Universities, Postsecondary Education, Public Television, Student Characteristics, *Telecommunications, *Telecourses, Universities

Identifiers—Europe, Open University (Great Britain)

This study provides an extensive review of the literature on distance education and of representative distance education projects and institutions in the United States and abroad, emphasizing those using telecommunications technologies. The introductory section includes a sketch of the information age and its implications for adult education and outlines the scope of the paper. The second section explains the current boom in new delivery systems, defines distance education and the distance learner, and describes how new technologies are changing the shape of correspondence study. The next section recounts the history of educational broadcasting and of public television and radio in the United States. Then, the emergence of productive collaboration between public broadcasters and educational agencies is discussed, as well as the instructional design process for telecourses, multimedia instruction, and telecommunications consortia. In the next section, distance education is characterized as an international movement, with special attention to the development and influence of the British Open University. Also discussed are methods for maintaining quality in distance education. Another section reviews research on distance learning systems and instructional effectiveness of nonprint media. Concluding sections of the monograph provide a look at the future, a glossary of terms on telecommunications technologies, a list of references, and a selected bibliography. (SK)

ED 246 312 CE 039 458

Sticht, Thomas G. Mikulecky, Larry

Job-Related Basic Skills: Cases and Conclusions. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—54p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 285).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Basic Skills, Business, *Employment Potential, *Functional Literacy, Industry, *Job Skills, *Job Training, Labor Force, Learning Processes, Literacy, Literacy Education, Military Training, Readability, Reading Ability, Reading Skills, Skill Development

Identifiers—Instructional Systems Development, *Job Literacy

This monograph describes the job-related basic skills requirements of the work force and explores ways of developing and improving the reading, writing, and computational abilities of workers. The paper first examines trends that are influencing the demand for basic skills, such as the decline in youth population and the increase in service and technology-related occupations, changing the nature of job skills requirements. The middle section presents three case studies of basic skills training programs: (1) a public/private sector effort to train disadvantaged persons in word processing, (2) a municipal government's retraining program to staff a wastewater treatment plant, and (3) the Functional Literacy (FLIT) project of the Department of Defense (DOD). Based on the demonstrated effectiveness of basic skills training that is integrated with real job requirements, guidelines and methods for skill development programs are discussed. This section

highlights research on adult skills training, program development principles, and the DOD's Instructional Systems Development process. A list of references concludes the document. (SK)

CG

ED 246 313 CG 017 553

Harari, Herbert And Others

Group vs. Individual Bystander Response to a Violent Assault: A Field Experiment.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). Document contains light type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Students, *Group Behavior, *Helping Relationship, Higher Education, Individual Power, Males, Naturalistic Observation, Overt Response, Rape, *Social Behavior, *Violence

Research studies on group versus individual bystander responses either have involved nonviolent emergencies or laboratory simulations. To investigate group versus individual bystander response to a violent assault in a natural setting, 80 male college students (from an original pool of 393 white, male students) were observed either individually or in small (3 to 5 person) groups, as they witnessed an apparent (simulated) rape. Witness intervention modes (direct, indirect, no intervention) were coded by three hidden observers and a campus security guard placed on an alternate route from the rape scene. An analysis of the results showed that 85% of the subjects in the group condition intervened, compared to 65% of individual bystanders. Seventy percent of the groups intervened directly, while 50% of the individuals did so. The findings suggest that group processes which inhibit group response in one set of circumstances (as indicated by Latane's 1970 laboratory research) can enhance group response in another set. The findings also highlight the importance of conducting such experiments in natural settings, despite the numerous methodological problems that must be overcome. (BL)

ED 246 314 CG 017 554

Mosatche, Harriet S. And Others

A Cross-Sectional Investigation of the Quality of Adult Sibling Relationships.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Apr 84

Grant—1-RO1-AG03070-02

Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). For the authors' related research, see ED 222 831.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, *Adults, Emotional Response, Individual Development, *Interpersonal Relationship, Life Satisfaction, *Siblings

Identifiers—Intimacy

Recent psychological investigations have demonstrated the significant impact of the sibling relationship throughout the lifespan. To determine the extent of developmental consistency in sibling relationships, 62 working class adults (40 female, 22 male) were interviewed about the nature of their relationship with the sibling to whom they felt closest. The subjects were stratified by age and life period into four groups: 21 young adults (mean age, 19.4 years); 13 adults (mean age, 30.4 years); 15 middle-aged adults (mean age, 43.4 years); and 13 pre-retirement adults (mean age, 57.6 years). A 26-category system, which divided respondents' thoughts on the basis of ideas rather than grammatical structures, was used to code the interview data. An analysis of the results showed that the intimacy category was significantly higher during the two earliest periods of the adult life cycle in contrast to the middle-aged and pre-retirement periods. However, no significant age effects were obtained for the following categories: positive affect, reciprocity, compatibility, similarity, activity, instrumental support, or expressive support. The findings reflect consistency in the sibling relationship across the adult life cycle, with emotional support characterizing

that bond. (BL)

ED 246 315 CG 017 555

Novak, Jan, Ed. Dougherty, Barbara, Ed.

Staying In...A Dropout Prevention Handbook, K-12. Workshop Edition.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

Pub Date—Jan 81

Grant—CETA-G5AD-81-969

Note—687p.; Some pages are marginally legible due to small print.

Available from—Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 W. Johnson Street, Madison, WI 53706 (\$32.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Community Action, Counseling Services, *Dropout Prevention, Individual Needs, Needs Assessment, *Parent Role, Program Evaluation, Teacher Responsibility

This handbook offers a variety of prevention and therapeutic services that can be tailored to meet the unique characteristics of a school and community. In section 1, an overview of the dropout problem and the comprehensive dropout prevention strategy are presented. In section 2, on needs assessment, data collection, objective selection, and program design are discussed. In section 3, focusing on the individual, methods of identification and intervention are presented. In section 4, six categories of prevention approaches are discussed: tutorial; counseling/advising; work-related; alternative curriculum; parent involvement; and student-centered. In section 5, four areas relating to staff are discussed including the role of the regular classroom staff, the characteristics of the ideal staff person, common staff patterns, and the process and procedures of staffing a prevention effort. In section 6, the use of resources and facilities is addressed. Program evaluation issues and methods are addressed in section 7. In sections 8 and 9 the focus is on the establishment and maintenance of program support within the school and the community. In section 10, strategies and methods for involving parents in the prevention effort are presented. In section 11, the use of a community advisory committee is explored. Section 12, on educating the school and community in dropout prevention through inservice, concludes the handbook. References and sample tools and instruments are attached to each section. (BL)

ED 246 316 CG 017 556

Uleman, James S. Weston, Martha

Changing Social Roles Changes BSRI Masculinity and Femininity.

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Higher Education, *Individual Characteristics, Parent Role, Parents, Sex Differences, *Sex Role, *Sex Stereotypes, *Test Validity

Identifiers—*Bem Sex Role Inventory, Masculinity Femininity Variable, *Social Roles

The Bem Sex Role Inventory (BSRI) has come under much criticism relating to the interpretation of the masculinity and femininity scales upon which its four sex role types are based. To investigate the masculinity-femininity construct using the BSRI under standard self-description instructions and under self-description instructions in one of two specific sex roles, two studies were conducted. In the first study, 41 pairs of parents of 4- to 9-month-old infants twice completed the BSRI, the Carey Infant Temperament Questionnaire, a survey of infant behavior, and a description of themselves in the mother/father role. In the second study, 79 college students (47 males, 32 females) completed the BSRI and described themselves as a college student and then in the boyfriend/girlfriend, spouse role. An analysis of the results of both studies showed that self-descriptions on the BSRI were not stable across social roles. In 75% of the cases, when subjects described themselves in the roles of mother or father, student, or boyfriend or girlfriend, their scores on masculinity and femininity changed significantly

from their descriptions under standard instructions. Both studies also showed that adopting specific sex roles, such as parent or romantic partner, did not increase sex role traditionalism. The findings support a multidimensional conception of sex roles. Future research should focus on the relationship of specific sex role characteristics to global sex role stereotypes. (BL)

ED 246 317 CG 017 557

Fallo-Mitchell, Linda. *Monache, Harriet S.*

The Self-Confident Female and the Deferent Male:

Self-Perceptions of Psychologists and Lawyers.

Pub Date—Apr 84

Note—8p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Females, Individual Needs, Lawyers, *Nontraditional Occupations, *Personality Traits, Professional Occupations, Psychologists, *Self Concept, Self Evaluation (Individuals), *Sex Differences, *Sex Role, Sex Stereotypes

Previous research on the personality traits and needs of professional women has found that women in nontraditional roles possess traits that are more characteristic of the male sex role, and that in many instances they are higher on those traits. To determine sex and occupational differences in the self-perceptions of male and female psychologists and lawyers, 65 psychologists (31 males, 34 females) and 71 lawyers (41 males, 30 females) completed Gough's Adjective Check List. Responses were categorized into 24 scales, based on Murray's (1938) need-trait system. An analysis of the results showed no differences based on occupation, nor any significant interactions between sex and occupation. However, women used more favorable adjectives in their self-descriptions than did men. In addition, women viewed themselves as higher in self-confidence, achievement, dominance, autonomy, aggression, and change than did men. Men perceived themselves as higher in abasement and deference needs. Comparisons of individuals in more disparate jobs might have yielded more divergent self-perceptions. (BL)

ED 246 318 CG 017 558

Triplett, Rodney G. *And Others*

The Effect of Residence Hall Judicial Policies on

Attitudes towards Rule Violating Behaviors.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Dormitories, *Governance, Higher Education, Locus of Control, Policy Formation, *Socialization, *Student Attitudes, *Student Responsibility

Identifiers—Rule Breaking

Control over environmental events has been shown to reduce the behavioral and psychological impact of environmental stress. To assess the effect of residence hall judicial policies on attitudes toward rule violating behavior, 93 college freshmen (36 males, 56 females, 1 unreported), randomly assigned to one of four dormitories (social contract or student authority; external or no student authority; or two control dormitories), completed a self-report questionnaire on attitudes toward rule violating behavior. In the social contract dormitory students rotated participation on a hearing board; in the external authority dormitory rule enforcement decisions were made by the hall director; and in the two control dormitories rule enforcement was the responsibility of the student hall staff. The attitude measure was administered in the fall and spring of the school year. An analysis of the results showed that students who were given control over their dormitory judicial systems expressed attitudes less tolerant of rule violating behaviors (destructive activities, alcohol/drug activities, and disruptive activities) than did students having no control over rule enforcement. The findings provide evidence that attitudes can be effected through modeling the social environment and fostering a sense of personal control. (BL)

ED 246 319 CG 017 560

Hendrickson, Leslie

The Licensure of Mental Health Counselors.

Pub Date—Aug 83

Note—13p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Attitudes, *Counselor Certification, Counselor Qualifications, *Counselors, *Credentials, Mental Health, Opinion Papers, *State Legislation

With the growing number of counselors working outside of school settings, licensure of mental health counselors has become an important issue. A main problem facing counselors is the lack of a clear identity. Licensure would lead to increased professionalism and identification. Licensure is authorized by the state legislature, regulating the practice of the profession. Although model legislation has been developed, enactment of laws has been hampered by vested interest groups. To date, five states have passed counselor licensure acts, 20 states have drafted bills, and 40 states have licensure committees. The advantages of licensure include consumer protection, professional identity, and competency. The disadvantages include the perpetuation of professional snobbery and limitations in professional membership. Counselors' attitudes toward licensure seem to be overwhelmingly supportive, as determined by a survey in Oregon, in which 85% of the counselors felt licensure was important. Educational requirements supported by counselors include a Master's degree or higher, supervision requirements, and continuing education. School counselors strongly support licensure and the development of a national registry of school counselors. (BL)

ED 246 320 CG 017 561

DeVito, Anthony J.

The Anticipation, Experience, and Recollection of

Test Anxiety.

Pub Date—14 Apr 84

Note—20p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, *Expectation, *Feedback, Higher Education, *Recall (Psychology), Sex Differences, *Test Anxiety

Identifiers—State Trait Anxiety Inventory

Research into fluctuations in anxiety before and after a threatening event suggests that anxiety may decrease as the anticipated threat draws near. To investigate the experience of actual test anxiety (TA) compared to its anticipation and recollection, 502 college students completed 10-item alternate forms (A and B) of the State Trait Anxiety Inventory (STAI), developed from the 20-item form X. Form A was administered one day before an examination, under either "imagine" instructions or standard ("now") instructions. Form B was administered either: (1) before the examination, with standard instructions; (2) one day after the examination but before examination feedback, with recall instructions; or (3) after feedback, with recall instructions. An analysis of the results showed that imagined TA was higher than actual TA. Subjects receiving imagine instructions at first testing later demonstrated higher TA than those receiving now instructions at the first testing, reflecting lower performance associated with higher TA. Anticipated TA was higher than actual TA. No significant effect of feedback on the recollection of TA was found. Females were higher in recalled TA than were males. These findings offer further support for the validity of the STAI. (BL)

ED 246 321 CG 017 562

Reilly, Nora P. *Morris, William N.*

Toward Predicting the Relationship between

Mood and Activity: Accuracy and the Use of

Individual Differences.

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Information Analyses (070)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, College Students, Higher Education, Individual Differences, *Locus of Control, Physical Activity Level, *Self Evaluation (Individuals)

Identifiers—*Moods, *Self Awareness

Several self-report studies of mood and activity have produced evidence of culturally biased theories which people share about the relationship between affect and behavior. In these studies, biased reporting may have been increased by taking mood and activity ratings concurrently rather than employing lagged independent ratings. To identify activities which are associated with mood, and to determine whether these associations are a function of private self-consciousness (PSC) and internality, 71 college students completed the Self Consciousness Scale, the Internal-External Scale, and 3 self-report mood and activity scales. The first self-report scale was completed before bed, the second scale the next morning, and the third scale before bed the following night. An analysis of the results showed that subjects who were highly aware of their internal states (as indicated by the Self-Consciousness Scale) and who possessed a strong internal locus of control were more likely to demonstrate relationships between self-reported mood and daily activities. Activities associated with mood were exercising, complaining, socializing, and studying. The findings suggest that a population of accurate reporters would be a prime target for the study of the self-regulation of mood. (Author/BL)

ED 246 322 CG 017 563

Hadiyono, Johana E. P. *Kahn, Marvin W.*

Personality Differences and Sex Similarities in

American and Indonesian College Students.

Pub Date—Apr 84

Note—25p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Cross Cultural Studies, Cultural Differences, *Cultural Influences, Higher Education, *Personality Traits, *Sex Differences

Identifiers—*Indonesia

To determine if personality characteristics reflect influences of culture, while sex differences remain similar across cultures, 100 Indonesian and 100 American college students completed the Cattell Clinical Analysis Questionnaire, in the appropriate language. An analysis of the results showed that females in both cultures were higher than males on sensitivity, conformity, and shrewdness, and males were higher than females on stability, dominance, impulsiveness and radicalness. Overall comparison showed Americans significantly higher on emotional stability, dominance, impulsiveness, forthrightness and radicalism, compared to Indonesians who were significantly higher on submissiveness, emotionality, shrewdness, and practicality. American females were higher than Indonesian females on stability, dominance, boldness, and forthrightness, and significantly less submissive, prudent, timid and conservative. American males compared to Indonesian males were higher on stability, dominance, impulsiveness and radicalism. The American students reflected traits which were consistent with United States values, such as independence and material success. Indonesian students reflected traits consistent with deference to family and utilitarian values. The male-female differences were the same for both cultures, suggesting the existence of certain personality similarities based on sex, despite differences based on culture. (Author/BL)

ED 246 323 CG 017 565

Petiet, Carole Anne

Hope: The Major Predictor of Positive Resolution

after Marital Loss.

Pub Date—Aug 83

Note—37p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

For related document, see CG 017 566.

Pub Type—Opinion Papers (120)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adults, *Divorce, *Females, *Financial Support, Grief, Predictor Variables, Psychological Patterns, Quality of Life, *Widowed

Identifiers—*Hope

Based on the assumption that differences in personal meaning and in the social significance of loss predispose widows and divorced individuals to different, specific vulnerabilities during grieving, 410 separated, divorced, and widowed women, aged 23

to 76 years, with at least one child, completed the Multiple Affect Adjective Checklist, the Revised UCLA Loneliness Scale, the Coopersmith Self-Esteem Inventory-Form C, the Attachment Index, and the Measure of Social and Intimate Relating. Process issues and qualitative response were explored with open-ended questionnaire items and a telephone survey with a selected sample of 12 respondents. An analysis of the results showed that future financial expectation significantly predicted positive outcome for all outcome variables and was more consistently related to adjustment than all other predictor variables. For all participants, expectation of future financial improvement was predictive of lower anxiety, hostility, depression, loneliness, attachment to the former spouse, and of higher self-esteem and more frequent social and intimate relating. This finding is interpreted as symbolic of a feeling of hope. (The remainder of the document reviews the literature on hope, including definitions of hope, the dynamics of hope, development of capacity to hope, measurement of hope, and its implications for psychotherapy). (BL)

ED 246 324 CG 017 566

Petite, Carole Anne
Grief in Separated, Divorced, and Widowed Women: Similarities and Differences.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). For related document, see CG 017 565.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Adults, *Divorce, Emotional Response, *Females, *Grief, *Marital Instability, Predictor Variables, *Psychological Patterns, *Widowed

To systematically test previous assumptions about grief in widows and divorcing women, 410 separated, divorced, or widowed women, between the ages of 23 and 76, with at least one child, completed the Multiple Affect Adjective Checklist, the Coopersmith Self-Esteem Inventory-Form C, the Attachment Index, and the Measure of Social and Intimate Relating. Process issues and qualitative responses were explored through open-ended questionnaire items and through telephone interviews with a selected sample of 12 respondents. An analysis of the results showed that separated and divorced women scored significantly higher on the social and intimate relating scale, and that widowed women scored significantly higher on the attachment scale. Separated women were more anxious than divorced women, and widows scored between the two groups on anxiety. All three groups were equally angry. Separated and divorced women were equally depressed, and were more depressed than widowed women. All three groups were equally lonely, but they were not more lonely than normative populations. Separated and divorced women were more dissatisfied with their attachment feelings than were widowed women. The findings highlight the similarities between separated and widowed women, and the need to study separation as a phenomenon distinct from divorce. (BL)

ED 246 325 CG 017 567

Schneider, Lawrence J.
Therapist Prestige and Smoking in Counseling.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Convention of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Counseling Effectiveness, *Counselor Characteristics, *Counselor Evaluation, Females, Higher Education, Interpersonal Relationship, Perception, *Smoking

Interpersonal behaviors and factors may facilitate or hinder the ability of one person to exert influence over another. To investigate the impact of counselor smoking behavior and status on potential clients' perceptions of counselor attributes, credibility, and expected helpfulness, 134 female college students viewed one of three vignettes showing a counselor/client interaction during which the counselor smoked a cigarette, a pipe, or did not smoke. Prior to viewing the vignette, the counselor was introduced with either high or low status information.

Subjects also completed counselor evaluation measures. An analysis of the results showed that subjects given the high status introductions held more positive help-seeking attitudes; but under the control vignette, subjects who observed the low status counselor ascribed to more positive attitudes toward seeking help. The low status counselor was perceived as more expert, attractive, trustworthy, and more willing to help than the high status counselor. The cigarette-smoking counselor was evaluated lower than the non-smoking counselor on all dimensions, with the pipe-smoking counselor falling in between. The non-smoking counselor was evaluated more favorably than both the cigarette smoker and the pipe smoker on the knowledge of psychology and ability to help concepts. (BL)

ED 246 326 CG 017 568

Fleming, James S. And Others
A Sex Roles Instrument Based on Everyday Activities.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, *Behavior Patterns, Behavior Rating Scales, College Students, Factor Analysis, *Factor Structure, Females, Higher Education, Measures (Individuals), *Self Evaluation (Individuals), *Sex Role

Identifiers—*Activities Inventory

Studies of sex roles and their relationship to behavioral and personality variables have abounded since Bem published her original theory of androgyny (1974). To examine different kinds of sex roles, 256 college students (191 females, 65 males), with a median age of 18.4 years, completed the Activities Inventory. The Inventory is based on self-perceptions of the frequency of everyday behaviors rather than on endorsement of descriptive traits. Subjects also completed the Spence-Helmreich-Stapp Personal Attributes Questionnaire and the Attitude Toward Women Scale to correlate item endorsement with several different criteria for sex typing (sex, instrumental or expressive sex role, and traditional/liberal attitude toward women). A factor analysis of the Activities Inventory revealed five factors for women (the number of men was too small for factor analysis): Feminine Leisure Activities, Relating to Significant Other, Masculine Activities, Religiosity, and Home Care. Based on the relation of factors to other variables, it was concluded that all except religiosity represented behavior roles that can be called sex roles. Additional research should focus on developing the factors for a larger group of men, and prediction of other criteria of interest to sex role researchers. (Author/BL)

ED 246 327 CG 017 569

Tanaka, Jeffrey S. Huba, G. J.
Longitudinal Latent Variable Models of Social Support and Depressive Symptomatology in College Students.

Spons Agency—New York Univ., N.Y.

Pub Date—Apr 84

Grant—NIDA-DA-01070

Note—15p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *College Students, *Depression (Psychology), Higher Education, Longitudinal Studies, Models, *Social Support Groups

Identifiers—Latent Variables

Previous research has suggested that the attitudinal and frequency dimensions of social support are independent. To examine the stability of support, the effects of support on depressive symptomatology, and the effects of depressive symptomatology on support over a 1-month period, 112 college students completed the Beck Depression Inventory, the Center for Epidemiological Studies-Depression Scale, the Self-Rating Scale for Depression, and an attitudinal measure of support. Analyses were done in the framework of latent variable structural equation models in which latent variable constructs, the social support construct, and frequency measures were examined longitudinally. The results illustrated that social support encompasses both qualitative (attitudinal) and quantitative (frequency)

notions, suggesting that these are dependent dimensions of support. In the context of examining the effects of support on depression/distress over 1 month, it was shown that the effect was not statistically significant from zero, although the within-time correlation between these two constructs was high. Finally, a small but significant effect was found linking distress/depression and self-reported social support behaviors over a period of 1 month in this sample. (BL)

ED 246 328 CG 017 570

Nye, Judith Forsyth, Donelson R.
The Impact of Ethical Ideology on Moral Behavior.

Pub Date—Apr 84

Note—5p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, College Students, *Ethics, Higher Education, *Moral Values, Predictor Variables, *Value Judgment

Identifiers—*Ideology, Situational Variables

To examine the impact of ethical ideology, i.e., situationism (high relativism and idealism), subjectivism (high relativism/low idealism), absolutism (low relativism/high idealism), and exceptionism (low relativism and idealism), as well as the saliency of moral norms, and the situational consequences on moral behavior, 112 male and female college students were asked to mislead a confederate in a testing situation. Subjects were selected on the basis of their responses to the Ethics Position Questionnaire. After rating the confederate, subjects were asked to give him negative feedback suggesting that he had a low IQ (clearly a lie). Subjects were told that the information was simply feedback (non-salient moral norm) or was a lie (salient moral norm). In addition, one half of the subjects were offered money for giving the information, while the other half were told the feedback would improve the test-taker's later performance. Subjects' compliance with the request was measured and self-evaluations were taken. An analysis of the results showed that, although positive consequences for self and salient moral norms led to decreased lying, highly idealistic subjects unexpectedly behaved the most immorally. Situationists and absolutists usually lied no matter what the consequences or the saliency of moral norms. Exceptionists were less likely to lie if they would benefit personally. Subjectivists were less likely to lie if they stood to gain from the lie and the action was labelled a lie. (Author/BL)

ED 246 329 CG 017 571

Mitchell, Jennifer L. McAndrew, Francis T.
Predicted Social Drinking and the Need for Social Approval.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Drinking, Higher Education, Males, Personality Traits, *Predictor Variables, *Social Behavior

Identifiers—*Approval Needs, Situational Variables

Research has indicated that alcohol consumption is strongly affected by situational factors, especially social factors. To explore the relevance to drinking of the need for social approval in social situations, 36 male college students were asked to predict how much they would drink in several situations varying in how certain they were of their social standing in a group and whether or not drinking was a behavior approved of by that group (uncertain-drinking valued, uncertain-drinking not valued, and certain-drinking valued). Subjects were divided into high and low need for approval groups based on a median split of their scores on the Marlow-Crowne Social Desirability Scale. Results showed the nature of the situation and the subject's need for approval were both significantly related to predicted drinking behavior, with a certain social situation and a low need for approval leading to the most drinking. Contrary to expectations, there was no interaction between situational factors and the need for social approval. (Author/JAC)

ED 246 330 CG 017 572

Lombardo, John P. And Others

Motor Skill Acquisition: A Function of Gender or Sex-Role?

Pub Date—Apr 84

Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, *Performance Factors, Personality, *Psychomotor Skills, *Sex Differences, *Sex Role, *Skill Development, Socialization

Previous research has found that males perform better than females on the pursuit rotor. To examine whether males and females with different sex role orientations would perform differently on a motor task, 120 students (classified as androgynous, traditional sex role, cross-sexed, or undifferentiated, based on scores on the Personal Attributes Questionnaire) were tested on a rotary pursuit apparatus. Tests were run in a sequence of 80 15-second trials with a 15-second rest interval between every four trials. An additional trial was run to obtain the final measure of reminiscence (gains in performance following rest). Males performed significantly better than females, showing nonsignificant differences among all groups of males regardless of sex role. The performance of androgynous women was equal to that of all male groups, while the performance of the feminine (traditional) women was poorer than all other groups of women. Cross-sexed women (masculine) did not perform at the same level as androgynous women. The findings suggest that motor skill acquisition may be related to sex role in women but not in men. (JAC)

ED 246 331

CG 017 573

Bodden, Jack L. And Others

Vocational Rehabilitation in the V.A.: An Outcome Study.

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, Counseling Effectiveness, Employment Level, *Employment Patterns, *Employment Services, Individual Needs, Job Placement, *Program Effectiveness, *Summative Evaluation, *Vocational Rehabilitation

Identifiers—Texas, *Veterans Administration

To evaluate the vocational rehabilitation program at the Olin E. Teague Veteran's Administration Center, Texas, in relation to client outcomes (i.e., employment status, prediction of outcomes, and services crucial to a positive outcome), 202 former clients were sent follow-up questionnaires. Measured variables included demographic information, referral information, level of services used, amount or number of services used, and outcomes. An analysis of the results (response rate of 66%) showed that approximately 40% of the clients were employed, 22.7% were unemployed, 17.3% were actively searching, were in training or doing volunteer work, and 19.3% were patients. The data suggested that young male referrals from outpatient psychiatry have the best chance for a positive outcome. Quick movement from initial intake to the final level of services, with few intermediate steps, is the most beneficial for employment. The most productive services are those involving placement activity. Traditional services such as counseling and testing seem to be of little value, although this finding may be confounded by patient disability level, in that patients needing the most counseling and pre-placement services also carry a poorer vocational prognosis. Further research is needed to clarify the effectiveness of counseling in rehabilitation services. Numerous tables present the findings. (BL)

ED 246 332

CG 017 574

Schmalzing, Karen B. And Others

Parental Attachment, Social Support, and Current Life Situation.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attachment Behavior, College Stu-

dents, Higher Education, Interpersonal Relationship, *Life Satisfaction, *Parent Child Relationship, *Socialization, *Social Support Groups

Attachment theorists argue that the nature of children's bonding with their parents has a significant impact on their adjustment throughout life, affecting ease of socialization and susceptibility to anxiety and depression. To examine the relationship between parental attachment, social support, and current life satisfaction, 251 college students (94 males, 157 females) completed the Social Support Questionnaire, the Parental Bonding Instrument, and a rating of current life satisfaction. An analysis of the results showed that lack of parental care in early life was related to socialization difficulties in adulthood. Retrospective reports of caring, socially supportive relationships early in life, were related to higher levels of adjustment in adulthood. However, the hypothesis that children with overprotecting parents would have socialization difficulties in adulthood was not supported. Fathers were rated as less caring and overprotecting than mothers. Finally, the study supported the validity of the Social Support Questionnaire. (BL)

ED 246 333

CG 017 575

Forsyth, Donelson R. Forsyth, Nancy M.

Subordinates' Reactions to Female Leaders.

Pub Date—Apr 84

Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, College Students, *Females, Higher Education, *Leaders, Leadership Styles, Perception, *Sex Bias, Sex Stereotypes, *Social Attitudes, Social Cognition

Although recent reviews of the effectiveness of male versus female leaders reveal little evidence of male superiority, evaluative and perceptual biases (beliefs about what constitutes good leadership, and stereotyped beliefs about men and women) among group members persist. To examine attributional biases against female leaders, 85 college students (41 males, 44 females) worked on a task under a female leader. Subjects, with either a stereotyped (conservative attitude) or a nonstereotyped (liberal attitude) toward women, as measured by the Attitude Towards Women Scale, worked under the guidance of a female leader, who adopted either a task-oriented or a relationship leadership style. After working on the tasks, subjects completed questionnaire measures of the leader's abilities, their perceptions of the leader, and a checklist adapted from the SYMLOG method of group observation (Bales, 1980). An analysis of the results showed that biases against female leaders based on subordinates' intuitive prescriptive "theories" about leadership and their stereotyped expectations concerning men and women do exist. In general, more conservative group members rejected the task-oriented female leader, while more liberal group members preferred a leader with a strong focus on the task. (BL)

ED 246 334

CG 017 576

Geffner, Robert And Others

Sex-Role Stereotyping of Occupations: Have We Come a Long Way?

Pub Date—Apr 84

Note—8p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). For related document, see CG 017 577.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *College Students, Followup Studies, Higher Education, *Occupations, Sex Role, *Sex Stereotypes, Social Status, *Student Attitudes

Research has indicated a reduction in overt sex-role discrimination in employment for women, but it is not clear whether stereotypical attitudes concerning the job market have changed. To compare current students' attitudes toward several occupations with the attitudes of students 10 years ago, 105 male and female students rated 22 occupations on the same scales used by Jenkins (1974). The results for the 1983 sample were compared to the 1973 data (N=151) for each occupation and each dependent variable. The overall results indicated only minor changes in sex-role stereotyping of occupations over the 10-year period since 1973. Only 5 of the 22 occupations were significantly different.

Three occupations (barber, counselor, and physical therapist) were rated as more feminine, and one (veterinarian) was rated as more masculine in 1983 than in 1973. In the ratings of status, 7 of the 22 occupations yielded significant changes, but no patterns were evident. The findings suggest that students still maintain strong distinctions in the masculinity/femininity orientation of most careers. (JAC)

ED 246 335

CG 017 577

Geffner, Robert And Others

Effects of Subject Variables on Sex-Role Attitudes toward Occupations.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). For related document, see CG 017 576.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, College Students, Higher Education, *Occupations, Sex Differences, Sex Role, *Sex Stereotypes, *Social Status, *Student Attitudes

Research has indicated that students still seem to rate occupations according to sex role stereotypes. To determine the influence of subject variables on occupational ratings, 105 students and 76 nonstudents rated 35 occupations on various dimensions including masculinity/femininity, and status. Analysis of results indicated substantial sex role stereotyping of occupations along the masculinity/femininity dimension. More than half the occupations were significantly stereotyped by some group. Older nonstudents and older male students (those over age 35) stereotyped occupations the most, while younger nonstudents and older female students stereotyped the least. In general, males tended to stereotype more often than females. There were fewer significant findings for the status dimension, with fewer occupations yielding significant differences. Demographic variables did not have as much impact on status as they did for masculinity/femininity. (JAC)

ED 246 336

CG 017 578

Wilson, David O. Anderson, Robert P.

The Effectiveness of Videotaped Systematic Client Preparation on Dropout Rate in Short-Term Psychotherapy.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Attendance Patterns, Counseling Effectiveness, *Dropout Prevention, *Orientation, *Psychotherapy, *Videotape

Psychiatric outpatient clinics report that between 20 and 57% of their potential clients fail to return after the first visit. To examine the effectiveness of videotaped, systematic client preparation on dropout rate in short-term psychotherapy, 66 adult, beginning psychotherapy clients were randomly assigned either to a control or experimental group, after an initial intake interview. Control clients completed the Expectations About Counseling-Form B (EAC-B). Experimental clients viewed a videotape that explicitly modeled client behaviors and provided information found to relate to successful psychotherapy outcomes. Experimental clients then completed the EAC-B. The number of sessions attended, scores on the EAC-B, and the intake worker's rating of client problem severity were collected for all clients. An analysis of the results showed that the videotape was effective in reducing dropout rates after the first psychotherapy session and in increasing attendance through five sessions. The videotape increased attendance regardless of the rated severity of clients' problems. The videotape and previous counseling had equal effects on attendance, while the videotape was very effective with clients who had no previous counseling experience. The videotape was equally effective in reducing dropouts and in increasing attendance in the three diverse settings of university counseling center, psychology clinic, and psychiatric outpatient clinic. (Author/BL)

ED 246 337

CG 017 579

Phillips, E. Lukin

A Universal Method for Evaluating Psychotherapy

Service Delivery Systems: The Attrition Curve.

Pub Date—14 Apr 84

Note—13p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attrition (Research Studies), *Counseling Effectiveness, Counseling Services, Delivery Systems, *Evaluation Methods, Participant Satisfaction, *Psychotherapy, Statistical Distributions, *Termination of Treatment

Identifiers—*Poisson Distribution

Data previously reported (Garfield, 1978) on the number of clients/patients appearing at psychotherapy sessions from intake to termination did not identify the attritional features of service delivery systems. These earlier studies were retabulated and new data were accumulated from several contemporary sources: a university counseling center, an outpatient alcoholic treatment center, and a Health Maintenance Organization. The distribution of the flow of cases from intake onward was plotted and revealed the same shaped curve as found in the re-plotted literature reviews, i.e., a negatively accelerating, declining ("decay") curve, a Poisson Distribution. The means and standard deviations, while different from one clinic to another, showed similar values within each clinic. The attrition curve presents a general, descriptive curve embracing the entire flow of cases from admission to termination. This general, descriptive framework reveals the need for further research into whether clients drop out of therapy because of perceived success or lack of success, and why some cases take longer. Follow-up research must begin with a description of the attrition curve as a necessary baseline before any intervention can be meaningful. (JAC)

ED 246 338 CG 017 580

Piedmont, Ralph L. And Others

The Effects of Achievement Motivation on Performance on a Recognition Task.

Pub Date—Apr 84

Note—15p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, Anxiety, College Students, Expectation, Higher Education, *Performance Factors, *Personality Traits, *Recognition (Psychology), Sex Differences

To explore personal characteristics (achievement motivation and anxiety) which may affect performance on a recognition task, three studies were conducted using a 375-word text on dreaming. In the first study, 54 college students answered questions about the passage either with or without reading the material. Results confirmed that recognition was dependent upon exposure to the text rather than upon knowledge of dreaming. In the second study, students (N=64) completed the EPSS achievement scale, and then read the text while a taped voice read the material. Subjects received the recognition task under one of four instructional sets: semantic focus (concepts and ideas); nonsemantic focus (specific words and phrases); irrelevant focus; or control-no instruction. There were no effects for instructional set on either semantic or nonsemantic recognition items. Both high and low achieving males scored low on the recognition task, while moderate achievers scored higher. Females showed no relationship between achievement motivation and performance. The third study (N=135) manipulated presentation rate (slow or fast) and expectancy (anticipating task difficulty). Slow presentation facilitated males' performance but did not affect females' performance. Achievement motivation facilitated recognition regardless of situation; expectancy affected only performance on the semantic items. (MCF)

ED 246 339 CG 017 581

Wright, Loyd S. Couch, R. David

An Empirical Evaluation of Ellis' Rational Emotive Theory.

Pub Date—Apr 84

Note—9p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Beliefs, *Cognitive Processes, College Students, Depression (Psychology), Higher Education, Neurosis, Rating Scales, *Rational Emotive Therapy

Identifiers—*Irrationality, Neuroticism Scale Questionnaire

Ellis' rational emotive theory is based on the assumption that people are born with a potential for both rational and irrational thinking. To analyze the relationship of irrational beliefs to sensitivity, depression, submission, anxiety, and neuroticism, an Irrationality Scale, containing eight irrational beliefs, was constructed from a review of Ellis' writings. This scale along with the Neuroticism Scale Questionnaire (NSQ) was given to 600 college students. An analysis of the results showed no significant relationship between agreement with any of the irrational beliefs and the sensitivity, depression, and submission scores on the NSQ. However, significant relationships were found between six of the eight irrational beliefs and anxiety, and between irrational belief number eight ("I should be treated fairly. When I am not, I cannot bear it") and neuroticism. Overall, irrationality was significantly related to anxiety, depression, and neuroticism as measured by the NSQ. These findings support Ellis' theory. As an extension of these findings future research should focus on beliefs which are linked to emotional health and growth. (BL)

ED 246 340 CG 017 582

Sholomskas, Diane Axelrod, Rosalind

Women's Sense of Self and Life Choices: A Study of Mother-Daughter Relationships.

Pub Date—Apr 83

Note—52p; An earlier version of this paper was presented at the Annual Meeting of the Eastern Psychological Association (54th, Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Career Choice, *Daughters, Females, *Life Satisfaction, *Mothers, *Parent Child Relationship, Parent Role, *Self Esteem

Identifiers—*Role Satisfaction

To investigate the relationship of women's role choices, role satisfaction, and self-esteem to their perceptions of their earlier relationship with their mothers and to their perceptions of their mothers' roles and role satisfaction, 67 women between the ages of 28 and 38, married and college educated with preschool children, participated in this study. Women's role choices and aspects of their current life were assessed via interview. In addition, the women completed a self-report packet containing the Coopersmith Self-Esteem Inventory, a retrospective questionnaire about the mother in her various roles, and the Children's Report of Parental Behavior Inventory. Results indicated that the women's primary role decision of career, work, or homemaking did not parallel those of their mothers, but was related to their mothers' messages to them. Career women and women at home reported having more choice in their decisions than did working women. Further, the career women's choices were more often influenced by teachers, especially female teachers. Finally, women's self-esteem and role satisfaction were significantly enhanced when the relationship with the mother was perceived as loving and accepting, with low hostility and low psychological control. In contrast, women's self-esteem and role satisfaction were generally unrelated to the retrospective reports of the mothers' roles and role satisfaction. (Author)

ED 246 341 CG 017 583

Hoffnung, Robert J. And Others

Training Non-Clinical Community Psychologists at the Master's Level: A Case Study of Outcomes.

Pub Date—14 Apr 84

Note—24p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultants, Counselor Role, *Counselor Training, *Masters Programs, *Outcomes of Education, *Program Effectiveness, *Psychologists

Identifiers—*Community Psychology

Previous research on training for community psychology has failed to distinguish between the effects of different types of training programs or to address

the viability of master's level training in community psychology. To explore the value of master's level training in non-clinical community psychology, 83 of 112 students who earned master's degrees from the University of New Haven between 1973 and 1982 completed mailed surveys (a 74% response). The respondents were asked to estimate on a five-point Likert scale the extent to which the graduate program, their work settings, and their professional interests, at three points in time (prior to the master's program, at graduation, currently) emphasized various dimensions of community psychology. The dimensions rated were traditional clinical practice; community mental health; community, individual, group, and organizational intervention; research; and theoretical approaches. Analysis of results showed that respondents' work settings emphasized traditional clinical practice and individual intervention more than their master's program, and placed less emphasis than their master's program on community mental health, organizational and community intervention, research, and theory. Interest in community mental health, research, and community, organizational, and group intervention had increased by graduation; between graduation and the present there was a significant increase in research interest. Respondents also indicated a need for additional training in direct service skills such as testing, family therapy, crisis intervention, and substance abuse counseling. The findings indicate that master's level, non-clinical training was successful for the majority of graduates. (MCF)

ED 246 342 CG 017 584

Rosenwasser, Shirley Miller Patterson, William

Nontraditional Males: Familial Background, Life Satisfaction, and Personality Characteristics.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Family Characteristics, *Homemakers, *Life Satisfaction, *Males, Motivation, *Nontraditional Occupations, *Personality Traits

Research indicates that the family roles of men are slowly changing, with a small minority of those sampled having primary childcare/household duties. To examine the background, life satisfaction, motives, and personality traits of such men, 16 married, male adults, whose wives were employed outside the home, and who had over 50% of the responsibility for childcare and household tasks, were interviewed. Subjects also completed the California Psychological Inventory (CPI) and the Bem Sex Role Inventory (BSRI). An analysis of the responses showed that the most frequent reasons for their current lifestyle were the changed economy, a return to school, or wives starting work. Most, but not all, wives had positive reactions to the role change. Being with the children and influencing their development was the most frequently cited positive aspect of the nontraditional role, with housework the most frequently cited "worst" aspect. Thirty-six percent of these men were categorized as androgynous on the BSRI. They scored significantly higher than the CPI norm on the dominance, social presence, self-acceptance, and flexibility scales, and significantly lower on the sense of well being, responsibility, socialization, self-control, and good impression scales. The findings indicate these men were happy in their role choice and would recommend it to others. (MCF)

ED 246 343 CG 017 585

Mullig, Joanne C. Madden, J. M.

A Trend Analysis of Change in Interpersonal Skill Training Using Laboratory Training Methodology.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, College Students, Higher Education, *Interpersonal Communication, *Laboratory Training, Research Design, Skill Development, Statistical Analysis, *Trend Analysis

Past research on the effectiveness of laboratory training (the use of small group methods of experienced-based learning to produce personal change in

attitudes and behaviors) has been deficient both in experimental design and in the concept of change. College students ($N=128$) participated in a study which used a series of 11 measurements to assess the nature of change (alpha, linear or pre-, post-change; and beta change, instrument reactivity or scale recalibration) during a 13-week laboratory training session in 15 interpersonal communication skills. Students completed weekly Likert scales on two dimensions of the 15 skills: how good are you at the skill?, and how much change do you desire? Forty-four comparison subjects who did not receive the training completed the same self-rating form during their first and eleventh class sessions. An analysis of the results showed significant linear trends for all 15 pairs of regression equations. A significant positive change occurred during the training period for 13 of the 15 skills on the how good dimension. On the desired change dimension a significant negative change occurred for each of the 15 skills. Subjects perceived that their ability to perform the skills increased with training. They also continued to value increasing their ability to perform the skills throughout the training program. (BL)

ED 246 344 CG 017 586

Endless Night, Endless Mourning: Living with Alzheimer's. Hearing before the Special Committee on Aging, United States Senate, Ninety-Eighth Congress, First Session (New York, NY). S. Hrg. 98-410.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date—12 Sep 83

Note—75p.; Some pages are marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Development, *Aging (Individuals), Financial Support, Geriatrics, Health Services, Hearings, Long Range Planning, Medicine, *Older Adults, *Special Health Problems. Identifiers—*Alzheimer's Disease, Congress 98th

This document presents the prepared statements and witness testimony from the Congressional hearing on Alzheimer's Disease. Following an opening statement by Senator John Heinz, statements by Senators Larry Pressler and Alfonse M. D'Amato are given. Topics which are discussed include incidence of the disease, family and victim ramifications, costs, medicare involvement, and pending legislation. Witness testimony is provided by representatives of the Philadelphia chapter of Alzheimer's Disease and Related Disorders; the nursing and medical staff of the Jewish Home and Hospital for the Aged, New York; the New York City Department of Aging; the geriatrics and adult development department of the Mt. Sinai Medical Center, New York; the Institute on Law and Rights of Older Adults, Hunter College, New York; and family members of disease victims. Topics which are covered include family support and services, patient health care needs (diagnosis and respite care), education, research, public awareness, and health insurance. Magazine articles dealing with the disease conclude the document. (BL)

ED 246 345 CG 017 587

Sanders, Connie H. Borowy, Thomas D.

Physical Attractiveness: Its Influence on the Perceptions of Counselors.

Pub Date—Aug 83

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Counseling Effectiveness, *Counselor Characteristics, Counselor Client Relationship, Higher Education, *Interpersonal Attraction, Perception, Personality Traits, *Sex Differences

Identifiers—*Physical Attractiveness

Research has shown that a client's positive views of a counselor enhance commitment to treatment, positive outcome expectancies, and receptivity to counselor influence. To examine the impact of counselor gender and physical attractiveness on perceived counselor effectiveness, 60 college students evaluated male and female counselor on 15 variables after hearing a tape recording of a counselor self-introduction paired with an attractive or unattractive photograph. Two control groups heard

the tape but were not shown the photographs. An analysis of the results showed that attractive counselors were perceived as significantly more decisive, interesting, caring, open-minded, likeable, and better adjusted than the unattractive counselors. Female counselors were seen as more competent, interesting, likeable, well-adjusted, understanding, considerate, and easier to confide in than male counselors across levels of attractiveness. The findings suggest that physical attractiveness mediates initial impressions in an introductory counseling analogue situation. (Author/BL)

ED 246 346 CG 017 588

Vinick, Barbara H.

Loneliness among Elderly Widowers.

Pub Date—Nov 83

Note—15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983). For an analysis of the widowers' lifestyle and widowers as caregivers see, ED 216 276 and ED 230 849.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, Daily Living Skills, Emotional Problems, Life Satisfaction, Life Style, *Loneliness, *Males, Older Adults, Social Isolation, *Widowed

The fact that few researchers have studied loneliness in widowhood may be related to the concept itself which spans intellectual perspectives, incorporating elements of affect, cognition, and social structure. To examine loneliness among elderly widowers, 24 adult males (participants in a more comprehensive study of widowed men, aged 63 to 93 years) were interviewed and completed the Philadelphia Geriatric Center Morale Scale, and Townsend's Index of Incapacity. Twelve of the men said they were seldom lonely. An analysis of factors relating to loneliness showed that those who were not lonely were more positive about their life situations, more autonomous, and more independent than those who were lonely. Car ownership, amount of driving, going for walks, and having a hobby were inversely related to loneliness. Those who could manage daily activities without difficulty or aid from another person were less likely to profess loneliness. Loneliness was statistically unrelated to frequency of contact with children, to self-reported feelings of closeness to children, or to being a father at all. Performing services for others and participating in volunteer activities decreased loneliness. Only two of the men reported having male confidants. The findings suggest that elderly widowers can overcome loneliness through activity and motivation. (BL)

ED 246 347 CG 017 589

Ruby, Theodore Law, Robert

Potential School Dropouts—The Attitude Factor.

Pub Date—Aug 83

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Dropout Characteristics, Dropout Research, *Dropouts, *School Attitudes, *School Role, Secondary Education, *Student Attitudes, *Student Behavior, Student Teacher Relationship

While attitude has long been recognized as a precursor to behavior, overt behavior does not consistently indicate attitude. To compare the attitudinal differences of successful students and potential high school dropouts toward teachers, education, parent/peers, and school behavior, 42 students in grades 9-12 completed the Demos D Scale. An analysis of the results showed that both groups held strong negative attitudes toward teachers. However, the potential dropout students also held strong negative attitudes toward school behavior. This combination of negative attitudes toward both teachers and appropriate school behavior precedes dropping out of school. It is suggested that programs designed to address only behavior are ineffective because they ignore the attitudinal precursors of the overt negative behavior of the dropout. (Author/BL)

ED 246 348 CG 017 590

Berry, Jane And Others

Predicting Everyday and Laboratory Memory Skill.

Pub Date—Nov 83

Note—25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Emotional Response, Laboratory Experiments, *Memory, *Metacognition, *Older Adults, *Performance Factors, Prediction, *Self Evaluation (Individuals)

Identifiers—*Self Efficacy, Task Orientation

Self-efficacy, or a person's perception of his/her own mastery of a skill, affects subsequent task performance and predictions of future performance. To examine older adults' metamemorial knowledge with respect to predicting their performance on everyday and laboratory memory tasks, 28 adults (22 females, 6 males), aged 58 to 80 years, completed a memory self-efficacy questionnaire. Subjects then performed four everyday memory tasks from the questionnaire and four laboratory tasks. They completed a second questionnaire assessing depression and overall mood. An analysis of the results showed that self-efficacy level was higher for everyday tasks than for laboratory tasks, as was self-efficacy strength. Predictions and scores were not highly correlated. However, affective mood affected prediction and performance of laboratory tasks more than everyday tasks. Accuracy and performance were significantly correlated on everyday tasks. Individuals high in self-efficacy had low depression scores. Individuals high in self-confidence were more accurate in their predictions than low self-confidence individuals. These findings suggest that older adults will be accurate or will underestimate their performance when they are given the opportunity to reflect at some length about the nature of the memory tasks they will be asked to perform, and when they are fairly confident of their performance predictions. (BL)

ED 246 349 CG 017 591

Clarkson-Smith, Louise Halpern, Diane F.

Visual and Acoustic Encoding in Young and Old Adults.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Auditory Perception, *Encoding (Psychology), Memory, Older Adults, *Reaction Time, *Visual Perception, Young Adults

Earlier research (Thorson, et al., 1976) found that latencies increase for acoustically confusable letter pairs and decrease for visually confusable letter pairs as a positive function of interstimulus interval (ISI). To extend these findings to different age groups, 30 young adults (mean age, 21.4 years) and 30 older adults (mean age, 68.8 years) compared the same pairs of visually and acoustically confusable letters, with a varying ISI between 0.0 and 2.5 seconds, at 0.5 second intervals. An analysis of the results showed fewer errors for the young adults than for the older adults. For ISIs above 0.0, slope for young adults was almost flat and ISIs were similar for both conditions of confusability. Latencies for older adults were longer for visually than for acoustically confusable letters at ISIs less than 2.5 seconds. These findings support acoustic encoding as an optional process and suggest that older people retain information in a visual code rather than transferring it to an acoustic code. Young adults appear able to select the appropriate code at all intervals. (Author/BL)

ED 246 350 CG 017 592

McWhirter, J. Jeffries And Others

Career Awareness, Self Exploration and Self-Assessment for Teaching.

Pub Date—Mar 84

Note—26p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984). Portions of this paper have been adapted from McWhirter, J. J., Banks, N. M., and Nichols, E., "A Self Assessment Program for Teacher Education," in *Contemporary Education* (in press), and from McWhirter, J. J., Nichols, E., and Banks, N. M., "Career Awareness and

Self-Exploration (CASE) Groups: A Self-Assessment Model for Career Decision-Making," in *Personnel and Guidance Journal* (in press).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Career Development, College Students, *Education Majors, Higher Education, *Program Content, Program Descriptions, Program Design, *Self Evaluation (Individuals), *Teaching (Occupation)

Identifiers—Arizona State University

This paper describes a program, developed and instituted in the College of Education at Arizona State University, for entry-level education students which helps them assess themselves and their commitment, strengths, and needs related to teaching as a career. The self-assessment program contains several components including an observational participation experience, lecture input on the field of education, discussion classes with teacher education faculty, basic skill and personality testing, and participation in a Career Awareness and Self Exploration (CASE) group. The themes of the CASE Groups (i.e., self-disclosure, trust, communication, anxiety, self-esteem, self-fulfilling prophecy, and small group behavior) are highlighted. Results are presented which suggest that after the program some students reject education and teaching as a career choice, others change their major or focus, many intend to add to their areas of competency, and most continue with a renewed commitment to their career choice. The appendices provide a concise summary of each program component, including the rationale and course structure, the self-assessment component, the CASE groups, group themes, and assessment instruments. Results and benefits of the program are outlined also. (Author/BL)

ED 246 351 CG 017 593

Clarke, Pamela. Kleine, Paul F.

Parental Identification, Traditionality, and Identity Status in Adolescent Females.

Pub Date—25 Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Figure 1 is marginally reproducible.

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Developmental Tasks, *Females, Higher Education, *Identification (Psychology), *Parent Influence, Parents, Sex Role, *Traditionality

Identifiers—Identity Formation

One of the major developmental tasks of adolescence is establishing a unified self-concept, or identity. Four identity statuses (conceptualized by J. E. Marcia as identity achievement, foreclosure, identity diffusion and moratorium) are related to (1) the presence or absence of crisis, and (2) a resulting commitment to goals. To examine the relationship between parental identification, traditionality, and identity status in females, 55 college women participated in identity status interviews and completed the Index of Sex Role Questionnaire and the Parental Identification Protocol. An analysis of the results showed that foreclosure subjects ranked highest on both measures of traditionality, while identity achieved women ranked last. Women in moratorium ranked highest in mother identification, followed by identity achieved, foreclosure, and identity diffusion subjects. There was no relationship between mother identification and traditionality, suggesting that these are separate and distinct concepts. Finally, there was a significant relationship between identity achieved and foreclosure subjects' perceptions of their traditionality, suggesting that identity formation through achievement or foreclosure sharpens self-perceptions. The findings suggest that women who have passed through crises become nontraditional in their orientation to work and family, in contrast to women who have accepted a parental or societally-chosen identity who adopt a traditional orientation. (BL)

ED 246 352 CG 017 594

Yager, Geoffrey G. And Others

"Good" Counseling: "Bad" Counseling: Who Can Tell the Difference?

Pub Date—Apr 84

Note—44p.; Paper presented at the Annual Meeting

of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, College Students, *Counseling Effectiveness, Counseling Objectives, *Counselor Evaluation, *Counselor Performance, *Empathy, Graduate Students, Higher Education, Observation

The seven studies reported in this paper represent successive attempts to explain the inability of observers to differentiate "good" counseling from "bad" counseling. Essentially, the researchers found that subjects, both undergraduate education majors and graduate counseling students, did not rate a videotaped counselor's performance as more effective when high levels of empathy were illustrated than when there was no empathy included at all. With both high and no empathy conditions, the client, client concerns, and counselor were identical. Ratings consisted of perceptions of empathy and positive regard (Barrett-Lennard Relationship Inventory, 1962), client exploration, and overall counselor effectiveness (two measures designed for these studies). The last several investigations also employed the Counselor Rating Form (Barak & La-Crosse, 1975). Several of the investigations in this series demonstrated that subjects tend to rate the videotape they viewed second as more highly effective than the tape viewed first. The only groups to rate the counseling on the empathy tape as more effective overall were a group of supervisors and two groups of trainees who had completed five weeks of empathy training. Implications for counselor educators are addressed in the paper's discussion section. (Author)

ED 246 353 CG 017 595

Wass, Gregory A. French, Doran C.

Locus of Control as a Mediating Factor in Peer Social Status.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, Behavior Problems, Children, Elementary Education, *Locus of Control, *Peer Evaluation, Peer Relationship, *Rejection (Psychology), *Sex Differences, *Social Status

Research has shown that children who are socially rejected exhibit classroom behavior problems and are at risk for adjustment difficulties in later life. To examine the relationship between locus of control for social relationships and peer social status, 413 fifth grade students completed positive and negative same-sex peer nominations, a same-sex peer rating, and a 17-item social locus of responsibility scale. Parents and teachers completed behavioral ratings. An analysis of the results showed that socially rejected children were more external in locus of control than either popular or average children. Among boys, external locus of control was positively related to problems on several behavioral dimensions. This relationship was not found among girls. These findings suggest that interventions should focus on the modification of external attributions of helplessness to facilitate the active use of problem-solving skills. (Author/BL)

ED 246 354 CG 017 596

Abi-Karam, Norma Love, Jim C.

Personality Needs Profile of Some Professional Women.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, Adults, *Females, *Individual Needs, *Nontraditional Occupations, *Personality Traits, Sex Role

Identifiers—Masculinity

According to previous research, achieving women display nontraditional personality traits and are influenced by affiliative motives. To examine the needs exhibited by professional women who have made significant achievements, 23 career women

(physicians, attorneys, veterinarians, business women, politicians, and artists) completed the Edwards Personal Preference Schedule (EPPS). An analysis of the results showed that, in comparison to the profile of a large group of normative women, the subjects' EPPS profile was found to be significantly different in 13 of the 15 variables examined. The group had high needs for achievement, exhibition, autonomy, dominance, change, and heterosexuality, and low needs for deference, order, affiliation, succorance, abasement, endurance, and nurturance. These findings suggest that this group has incorporated masculine instrumental behaviors, which enhanced their ability to achieve, without introducing specific achievement-affiliation conflicts. (Author/BL)

ED 246 355 CG 017 597

Weinstein, Charles D. And Others

A Descriptive Study of Marital and Family Therapy: A Social Learning Perspective.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Apr 84

Grant—NIMH-32616

Note—36p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counseling Effectiveness, *Counselor Role, Family (Sociological Unit), *Family Counseling, Formative Evaluation, Interaction Process Analysis, *Marriage Counseling

Identifiers—*Client Behavior, *Social Learning Theory

The social learning approach to marital and family therapy is a didactic approach calling for an active and directive therapist and a collaborative client. To examine the variability of therapist and client behaviors within sessions and across the course of treatment, 24 families, in marital and family therapy, participated in the study. Families were randomly assigned to either a marital-then-family therapy sequence or a family-then-marital therapy sequence. Ten therapy sessions were audiotaped and coded for seven therapist and seven client behaviors across three phases of treatment: beginning, sessions 1-3; middle, sessions 4-7; end, sessions 8-10. An analysis of the results showed that encouragement of affective expression was the only therapist behavior that changed across time, starting with low frequency, increasing in the second phase, and decreasing in the third phase. Client measures which changed across time included blame, task orientation, mutuality, and tone. One of the therapist behaviors, encouragement of specificity and clarity, and three of the client behaviors, emergency emotions, welfare emotions, and tone, varied significantly within the treatment sessions. Detailed correlational analyses provided a description of the relationship between therapists' and clients' session behaviors. These findings support a social learning approach to marital and family therapy. (BL)

ED 246 356 CG 017 598

Serious Juvenile Crime: A Redirected Federal Effort.

National Advisory Committee for Juvenile Justice and Delinquency Prevention, Washington, D.C.

Spons Agency—Office of Juvenile Justice and Delinquency Prevention (Dept. of Justice), Washington, D.C.

Pub Date—Mar 84

Note—26p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Crime, *Crime Prevention, *Delinquency, Delinquent Rehabilitation, *Federal Programs, Juvenile Courts, Position Papers, Secondary Education, Youth Problems

Identifiers—*Juvenile Justice, *Juvenile Justice Delinquency Prevention Act 1974

This report, an examination of the administration of the federal Juvenile Justice Act from 1974 to the present, outlines the findings and recommendations of the National Advisory Committee for Juvenile Justice and Delinquency Prevention. Following a statement of the proposed new direction in delinquency prevention, which focuses on the serious, violent, chronic delinquent, the four major findings of the committee are discussed: (1) a small number of youths account for a large proportion of serious juvenile crime; (2) since 1974 very little federal

money has been directed at controlling the chronic, serious delinquent; (3) the wording of the Juvenile Justice Act diverts federal money to noncriminal aspects of delinquency; and (4) the 1974 act implemented a view of delinquency prevention not consistent with what is now known. The principle recommendations of the committee are detailed including the establishment of a new federal policy focusing on serious juvenile offenders by providing research, dissemination, and training; encouraging innovation and diversity; assisting states and local governments in dealing with delinquency problems; and including all juvenile offenders in the federal initiative, even those tried as adults. (MCF)

ED 246 357 CG 017 599
Sibicky, Mark. David, John F.

The Stigma of Counseling: Stereotypes, Interpersonal Reaction, and the Self-Fulfilling Prophecy.
Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, College Students, *Counseling, Counselor Client Relationship, Higher Education, Interpersonal Communication, *Labeling (of Persons), *Social Bias, *Stereotypes
Identifiers—*Self Fulfilling Prophecies

Stigmatizing attitudes and expectations toward mentally ill individuals often lead to their behavioral confirmation. To investigate attitudes and behaviors towards people described as seeking psychological counseling, 136 college students (68 males, 68 females) took part in a mixed-sex dyadic conversation. One dyad member was randomly chosen as the perceiver and the other member as the target. Perceivers received information concerning the client status of the target, and rated their impressions of the target on the Impression Formation Questionnaire (IFQ). After completing the IFQ subjects participated in a 10-minute tape recorded conversation. Following the conversation, targets completed a questionnaire on their impressions of the interaction. The behaviors of the dyad members were rated from the tapes by judges blind to the experimental conditions. An analysis of the results showed that subjects formed more negative initial impressions of "clients" than of "non-clients" and acted more negatively towards them. Furthermore, these perceptions and reactions influenced dyadic interactions in ways that led to their behavioral confirmation. The findings suggest that social interactions should be structured in a manner that will break down stereotypic conceptions, thereby interrupting the behavioral confirmation sequence. (BL)

ED 246 358 CG 017 600
Fincham, Frank D.

The Social Validation of Behavioral Treatments for Bedwetting.
Pub Date—May 84

Note—15p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, College Students, Comparative Analysis, Counselor Role, Higher Education, *Intervention, Opinions, Parents, *Program Effectiveness, Self Help Programs
Identifiers—*Enuresis

Both urine alarms and dry bed training (DBT) have been used in the treatment of enuresis. To investigate the acceptability of the most recent version of DBT and urine alarm training, two studies were conducted. In the first study, the evaluation of 42 parents, who had participated in an 8-week program of either DBT or urine alarm training, were compared. In the second study, 84 nonpsychology undergraduate students evaluated the two treatment approaches independently of their implementation. The students also evaluated the source of the program, i.e., self-help manual or professional counselor. In both studies subjects completed the Treatment Evaluation Inventory and the Semantic Differential Scales. An analysis of the results showed no support for the view that DBT is a more acceptable or more effective treatment for enuresis than the traditional urine alarm. On the contrary, parents who had actually implemented the treatment rated the urine alarm procedure more favorably than DBT on both the Treatment Evaluation

Inventory and the Evaluative dimension of the Semantic Differential. Further, the two treatments were considered equally acceptable by those who had not implemented them. Finally, both treatments were considered to be more acceptable when offered by a clinic than when presented as self-help manuals. These findings suggest that dry bed training may not be the best treatment for enuresis. (Author/BL)

ED 246 359 CG 017 601
Gallegos, Guillermo E. Kahn, Marvin W.

Factors Predicting Success of Underprivileged Youths in Job Corps Training.

Pub Date—Apr 84

Note—16p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Age, Cultural Differences, Demography, *Disadvantaged Youth, *Ethnicity, Family Structure, *Job Training, *Predictor Variables, Secondary Education, *Success

Identifiers—*Job Corps

While overall, more than 20% of youths are unemployed, more than 50% of minority youths are unemployed. To examine the demographic characteristics of successful and unsuccessful enrollees at the Southwestern Job Corps Center, 125 youths (85 classified as successful, 40 classified as unsuccessful based on their status 9 months after data collection) were administered a 57-item bibliographic questionnaire covering ten areas including school, work, self-concept, and family relations. An analysis of the results showed that ethnicity significantly distinguished successful from unsuccessful trainees. Specifically, the oriental subjects (Vietnam refugees) were 100% successful, the European-Americans were 71% successful, Blacks 67% successful, Mexican-Americans 58% successful, and native Americans 52% successful. Being born out of the region, estimating a long stay in the program, and having been in school or work immediately prior to training were associated with success. The discriminant function analysis significantly discriminated group membership 86% of the time, with the variables of age, ethnicity, level of schooling, and number of siblings providing the highest coefficients. The findings suggest that the Job Corps program does well with individuals with certain characteristics, and must find ways to reach the almost 50% who presently don't benefit from the program. (Author/BL)

ED 246 360 CG 017 602
Johnson, John A. Cheek, Jonathan M.

Influence of Adolescent Social Cliques on Vocational Identity.

Pub Date—Apr 84

Note—14p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, Career Development, *Occupational Aspiration, *Peer Groups, *Peer Influence, *Personality Traits, Secondary Education, Self Concept, *Social Development, Vocational Maturity

Identifiers—*Vocational Identity

While Holland's (1973) theory of personality types and vocational identity is widely used, the theory does not specify the developmental antecedents of the six personality types. To examine the relationship between membership in adolescent social cliques and vocational identity in early adulthood, four groups of college students (N=192) participated in the study. The first two groups generated a list of naturally existing cliques in junior high schools, and decided which cliques were similar to Holland types. Students then completed the Self Directed Search (SDS) and discussed the relationship between their previous clique membership, their SDS scores and their vocational aspirations. The third group identified their previous social clique and completed the SDS. The fourth group of students completed the SDS, the California Psychological Inventory (CPI), Cheek's Identity Scales (IS) and the Social Clique Membership (SCM) scale, a Likert scale denoting membership in six common social cliques. Results showed that all six cliques (Motorheads, Brains, Freaks, Socialites, Po-

liticos, Conformists) were identified by each group of students, though not necessarily by the same labels. Knowledge of current school social structure confirmed the nature of the cliques. While analysis of test scores showed that clique types were not evenly distributed across Holland's types, the results indicated clear links between early adolescent cliques and later vocational identity. (MCF)

ED 246 361 CG 017 603
The Economics of Aging: A Need for Pre-Retirement Planning. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session (Jefferson City and Clinton, MO).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Pub Date—16 Sep 83

Note—108p; Some pages may be marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aging (Individuals), *Economic Factors, Hearings, *Individual Needs, Midlife Transitions, *Pretirement Education, *Retirement

Identifiers—Congress 98th

This document contains prepared statements and witness testimony from the Congressional hearing on the economics of aging and preretirement planning. Prepared statements are given by Representatives Skelton and Dabbs. Topics which are discussed include the population affected, needs of the elderly, and government role. Witness testimony is given by representatives of the Missouri Division of Aging; the University of Missouri-Columbia School of Medicine; the American Association of Retired Persons; the Missouri Hospital Association; the West Central Missouri Rural Development Corporation; the Cole County Health Department; the Lutheran Retirement Home, Jefferson City, Missouri; and the Foster Grandparent Program. Topics which are covered include the health care delivery system, social planning, social security reform, preretirement needs, volunteer programs, and attitudes toward aging. Panel presentations, as given by representatives of the Missouri Retired Senior Volunteer Program, the Henry County, Missouri Council on Aging, and several Missouri citizens, relate the economic needs of older adults, as viewed through personal vignettes. (BL)

ED 246 362 CG 017 604
Gibson, Bradley S.

The Convergence of Kuhn and Cognitive Psychology.

Pub Date—Apr 84

Note—26p; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Critical Thinking, Problem Solving, *Psychology, *Schemata (Cognition), *Scientific Concepts, Validity
Identifiers—*Cognitive Psychology, *Kuhn (Thomas S)

Psychology stands in the paradoxical position of adhering to outmoded conceptions of knowledge while being looked upon as providing an instrument for a more adequate conception. Cognitive psychology's schema theory provides a conceptual equivalent to Kuhn's learned perception of similarity and the related notion of exemplar, which serves to exemplify adequate conceptions of knowledge within the philosophy of science. Both cognitive psychology and Kuhn's philosophy of science share similar conceptions of cognitive organization. Specifically, schema theory's empirical offspring provide a validation mechanism for Kuhn's notion that members of a scientific community solve problems with which they are confronted by learning, through socialization, to see them as problem categories or schemata. This convergence of the philosophy of science with cognitive psychology instantiates the epistemological trend toward understanding the limitations and validity of scientific evidence through an understanding of the limitations and validity of the scientist. (Author/BL)

ED 246 363 CG 017 605
Kanfer, Ruth. And Others

Information Exchange in Evaluation Procedures:

The Effects of Input and Knowledge on Performance and Attitudes.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—May 84

Grant—NIMH-MH1-225644

Note—33p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Evaluation Criteria, *Feedback, Higher Education, *Job Performance, Job Satisfaction, *Organizational Communication, Participant Satisfaction, Participative Decision Making, Performance Factors, *Personnel Evaluation, *Work Attitudes

Identifiers—Information Flow

Participation in organizational decisions is thought to have a number of positive effects on performance and worker attitudes, but it is not clear which elements of participation are responsible for these positive effects. The effects of two elements of participation, upward information input by the worker and the provision of downward knowledge by a supervisor, were examined in a laboratory setting. Thirty-eight male and 49 female undergraduates worked on a task under a performance evaluation procedure that either did or did not allow them to offer information about their performance to an evaluator. A supervisor either did or did not offer information about criteria for evaluation of performance. The subject received either a positive or negative outcome from the evaluation procedure. Upward information flow and downward information flow interacted in their effect on task performance, with highest performance occurring under high upward and high downward information exchange. Performance on a subsequent task increased following downward information on the first task. Upward information flow produced higher ratings of procedural fairness, satisfaction with outcomes, and satisfaction with the supervisor. The results are discussed in terms of their implications for participatory effects and their implications for the design of organizational performance appraisal procedures. (Author)

ED 246 364 CG 017 606

Yarnold, Paul R. Grimm, Laurence G.

Interpersonal Dominance and Coronary-Prone Behavior.

Pub Date—May 84

Note—46p; Experiment one was supported by a grant from the University of Illinois Office of Social Science Research. See ED 237 900 for an earlier version. Portions of experiment two, based on the first author's Master's thesis, were presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, College Students, *Conformity, Heart Disorders, Higher Education, *High Risk Persons, Interpersonal Relationship, Males, *Personality Traits

Identifiers—*Dominant Behavior, *Type A Behavior, Type B Behavior

Exploratory research has indicated that interpersonal dominance is one of the strongest correlates of Type A behavior, although little effort has been made to demonstrate a link between the behavioral manifestation of interpersonal dominance and Pattern A responding. To establish such a link two studies were conducted. In the first study, extreme A (N=12) and extreme B (N=11) subjects, as determined by the Jenkins Activity Survey, judged differences in stimuli following an Asch conformity paradigm. The results, which were significant, showed that Type B subjects conformed twice as much as Type A subjects. The same task administered to a subset of the sample and a larger normative sample indicated that social pressure to conform was responsible for differences in judgmental accuracy of stimuli (conformity measure). In the second study, all possible combinations of extreme As (N=42) and Bs (N=42) were matched in dyads to negotiate extreme bi-polar opposite positions on a "teacher dismissal" issue. Analysis of the process and outcome behaviors suggested that Type A individuals were unilaterally more dominant than their Type B counterparts. Future research is needed to define the situational parameters of the Type A indi-

vidual's dominance behavior and the physiological concomitants of dominance struggles. (Author/BL)

ED 246 365 CG 017 607

Target: Alcohol Abuse in the Hard-to-Reach Work Force. Ideas and Resources for Responding to Problems of the Hard-to-Reach Work Force. Informatics, Inc., Rockville, Md.; National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Report No.—DHHS-(ADM)82-1210

Pub Date—82

Contract—ADM-281-79-0001

Note—62p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Alcoholism, Demography, High Risk Persons, *Labor Force, *Professional Occupations, Program Descriptions, *Program Design, *Unions, Work Environment

This guide is designed as a source of ideas and information for individuals and organizations interested in occupational alcoholism programs for the hard-to-reach work force. Following a brief overview of the problem and a report on progress in occupational alcoholism programming, a working definition of the hard-to-reach work force is offered; suggested criteria for defining this type of worker include amount of supervision, employment setting, and organizational affiliation. Programming needs, approaches to the problem, and approach selection criteria for working with three elements of the hard-to-reach labor force (dispersed workers, unionized workers, and white collar professionals) are discussed. Currently operated programs for unionized members of the Longshoreman's Association, the building and construction industries, the Air Line Pilot's Association, and the National Maritime Union are highlighted. The stresses and program needs of lawyers, physicians, and university faculty are discussed. Program startup suggestions are offered for the elements of a policy statement, and for general programming considerations. A list of relevant organizations is provided. A glossary of terms and a list of selected references conclude the document. (BL)

ED 246 366 CG 017 608

Child Support Enforcement Legislation. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, Ninety-Eighth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Pub Date—14 Jul 83

Note—365p; Some pages may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Family (Sociological Unit), *Federal Legislation, *Financial Support, *Law Enforcement, One Parent Family, *Parent Role, Social Problems, Statistics, Welfare Services

Identifiers—*Child Support

This document contains prepared statements and witness testimony from the Congressional hearing on child support enforcement legislation. Statistical data on family composition, divorce and separation trends, living arrangements for children, poverty status, welfare support, and child support are presented. The content of proposed bill H.R. 3545 is described. A prepared statement and section-by-section summaries of the proposed child support enforcement program amendments are given by Margaret M. Heckler, Secretary of the Department of Health and Human Services. Further statements in support of legislative efforts are given by several Congressional representatives. Witness testimony is given by representatives of several state child support enforcement divisions, family support councils, FOCUS, KINDER, Parents Without Partners, the National Women's Law Center, SPLIT, Inc., and parents. Topics which are discussed include child support enforcement for public assistance and non-public assistance families, economic needs, the social ramifications of enforcement, debt collection procedures and proposals, parental obligations, reasons for nonpayment of child support, and legal assistance alternatives. The document concludes with

numerous submissions for the record by lawyers, ministers, and parent groups. (BL)

ED 246 367 CG 017 609

Drug and Alcohol Abuse Prevention Programs. Hearing before the Subcommittee on Manpower and Personnel and the Subcommittee on Preparedness of the Committee on Armed Services, United States Senate, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Armed Services.

Pub Date—4 Oct 83

Note—188p; Marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alcoholism, *Armed Forces, *Drug Abuse, Drug Rehabilitation, Federal Programs, *Military Personnel, *Prevention

This document presents prepared statements and witness testimony from the Congressional hearing on drug and alcohol abuse prevention programs in the armed services. An opening statement by Senator Gordon J. Humphrey (chairman) highlights the importance of drug abuse prevention in the military. Witness testimony is given by the Assistant Secretary of Defense for Health Promotion and by representatives of the Department of the Army, the office of the Chief of Naval Operations, the United States Air Force, and the United States Marine Corps. Topics which are discussed include programmatic efforts to combat drug abuse, military procedures and enforcement methods, educational efforts, statistics on the prevalence of drug and alcohol abuse, comparisons of military with civilian populations, and analyses of drug abuse consequences. (BL)

ED 246 368 CG 017 610

Walker, Alice A.

Changes in Female Career Goals and Attitudes during College.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Attitude Change, *Career Choice, Career Development, *College Students, *Females, Higher Education, Occupational Aspiration, *Role Models

Research has indicated that female models are important for female college students in their career decisions. To examine the effect of female role models on the career choices of college females, 57 freshmen students were provided with role models through interaction with female faculty advisers, and through exposure to female career women in a course on career exploration. A control group (N=34) did not receive the interaction experiences. After the first and fourth years of college, subjects completed the Coopersmith Self Esteem Inventory, the Attitudes Toward Women Scale, the Life Style Index, and the Occupational Status Inventory. Data were also collected on career goals and influential persons during their college years. An analysis of the results (response rate of 59%) showed significant increases in scores on all measures for both groups, with no significant differences between the two groups. Approximately 40% of the students made major changes in their career goals. Some were still undecided at the end of four years. When asked who was most influential in their career choices, students named fathers almost as often as mothers. Students in the treatment group were more likely than those in the control group to name females as role models. The findings suggest that although the subjects underwent attitudinal changes in their college years, none of the changes could be attributed to the intervention, but rather to a normal developmental process. (BL)

ED 246 369 CG 017 611

Gadzella, Bernadette M. Williamson, James David

Study Skills, Self-Concept and Academic Achievement for High School Students.

Spons Agency—East Texas State Univ., Commerce.

Pub Date—26 Jan 84

Grant—1501-9303

Note—22p; Paper presented at the Annual Meeting of the Southwest Educational Research Association.

ciation (Dallas, TX, January 26-28, 1984).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Computer Assisted Instruction, Grade Point Average, High Schools, *High School Students, *Self Concept, *Study Skills

Although research has investigated study skills, self-concept, and academic achievement in college populations, no study has focused on these variables with high school students. To investigate changes in study skills, and the relationships among study skills, self-concept, and academic achievement for high school students, 54 students (28 males, 26 females) participated in a computer-assisted (CAI) study skills module. Students also completed pre- and post-tests on study skills and self-concept (Tennessee Self Concept Scale). An analysis of the results showed that students gained significantly from the study skills program and reported greater self-satisfaction after completing the program. Greater significant gains were reported for the experimental group when compared to the control group, and for seniors and high achievers, when post-test scores were compared with their pre-test scores. Grade point averages correlated significantly with study skills and with one self-concept scale, moral-ethical. These findings suggest that effective study skills lead to academic success and academic success leads to greater self-satisfaction. (Author/BL)

ED 246 370 CG 017 612

Silverman, Wade H. Powers, Linda
 Major Themes in Brief Inpatient Group Psychotherapy.

Pub Date—Apr 84
 Note—12p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Techniques, *Group Therapy, Patients, Psychiatric Services, *Psychotherapy, Therapeutic Environment
 Identifiers—*Short Term Counseling, *Thematic Analysis

Although group psychotherapy is the preferred method of treatment for short-term hospitalized clients, empirical evidence of the efficacy of such a treatment method is lacking. To examine the major themes expressed in an inpatient group over time, as well as to evaluate the methodology for selecting and implementing group psychotherapy, a total of 34 hospitalized patients participated in an eight member group over a 3-month period. The group met for 1 hour per day, 3 days per week. Daily process notes were taken and analyzed for recurrent themes. The results showed the existence of 60 major themes that could be grouped into six basic categories: boundary and limit setting, reflected in rule setting and emphasis on group integrity; group composition, emphasizing the stability and continuity of the group; group cohesion; group problem-solving; generalization of group activities to adaptive functioning in the outside world; and control of affective states. The issue of voluntary participation in the groups and the discussion of voluntary status during the screening process were found to be unnecessary; both were subsequently eliminated. (BL)

ED 246 371 CG 017 613

Valdez, Roberto L. Gutek, Barbara A.
 Relationship of Occupational Status and Familial Circumstances for Working Women.

Pub Date—Apr 84
 Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Career Choice, *Employed Women, Employment Level, *Family Characteristics, Family Size, *Marital Status, Parent Role, Professional Occupations

The interdependence of home and work lives is especially salient among women workers as a result of their greater family responsibilities. To examine the relationship between occupational status, marital status, and number of children among working women, a telephone survey of 1,232 Los Angeles adults (827 females, 405 males) was conducted. An

analysis of the results showed that the largest proportion of women workers were married (49.9%), were in the 26-35-year-old age group (29.4%), and had no children (61.7%). The majority of women in professional and managerial jobs were married or cohabiting. However, a larger than expected proportion of women with managerial jobs were widowed, divorced, or separated. A greater proportion of professional and managerial workers compared to semi-skilled, unskilled, and service workers were childless. The percentage of women workers without spouses who were parents was similar to the percentage of married women who had children. (BL)

ED 246 372 CG 017 614

Kammire, Linda L.
 High Tech and the Upward Mobility of Non-Technical People.

Pub Date—Mar 84
 Note—22p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Computer Literacy, Employment Opportunities, Employment Patterns, Microcomputers, Occupational Information, *Occupational Mobility, *Technological Advancement, Workshops
 Identifiers—*Computer Anxiety, Georgia

The social and psychological effects of rapid technological advancement in the computer industry is the subject of this paper, which focuses on the concerns of people with non-technical backgrounds. It describes the career series, High Tech for Non-Technical People, created by the Georgia State University Career Development Center. The three workshops that form the series are outlined. They are: Overcoming Computer Anxiety or Learning to Love your Computer; The High Tech Industry: Where It Is and Who It's Hiring; and Jobs in High Tech for Non-Engineers and Other Smart People. Guidelines for promoting a successful program are presented. In addition, the appendices contain handouts from each workshop, covering such topics as selecting a home computer, choosing a training program, a profile of the hi tech industry in Georgia, networking, expanding career options, and a guide to non-technical occupations in the computer industry. (JAC)

ED 246 373 CG 017 615

Kelley, Karl Forsyth, Donelson R.
 Attribution-Affect Linkages after Success and Failure.

Pub Date—Apr 84
 Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Attribution Theory, College Students, *Emotional Response, Factor Analysis, *Failure, Higher Education, *Success

Most theories of attributions are multidimensional, suggesting that specific causal factors can be classified along such dimensions as internal-external, stable-unstable, or controllable-uncontrollable. To examine the dimensions underlying causal attributions in an educational setting, 345 students who had just received a grade on a major course exam completed a series of questions concerning their attributions and affective reactions. Factor analysis of affective reactions yielded five factors: negative affect, positive affect, calm, sleepiness, and arousal. Further analysis revealed several global attributional scales, i.e., inhibiting causal factors, facilitating personal factors, nonacademic factors, and instructional factors. Examination of the relationship between attributions, affect, and outcome indicated that outcome was closely linked to affect, and that the main effects of three of the four attributional factors (inhibiting, facilitating, instructional) also reached significance on both negative and positive affective reactions. The findings provided some support for the dimensionality assumption in attributions. (JAC)

ED 246 374 CG 017 616

Eagly, Alice H.

Gender Stereotypes and Social Roles.

Pub Date—May 84
 Note—40p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Opinion Papers (120)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employees, Homemakers, Personality Traits, Sex Differences, *Sex Role, *Sex Stereotypes, Social Cognition, Social Psychology
 Identifiers—Person Perception, *Social Roles

The reason that people think women and men differ in their general qualities may be that the two sexes tend to be observed in different social roles. To explore the sources of stereotypes about men and women several experiments were conducted. Most of the studies involved randomly selected college students who were presented with a description of a male or female stimulus person and asked to rate that person. Each experiment varied the aspect of social role that might account for gender stereotypes, including job status or designation as employee or homemaker, dual role, freedom of role choice, and part-time employment. In general the studies provided strong support for the social structural analysis of gender stereotypes. Beliefs that women are especially communal and men are especially agentic reflect observations that women and men are differently distributed into homemaker and employee roles, which are thought to require different personal qualities. Perceivers formed their concept of women on the basis of observing a fairly high proportion of individuals committed to the domestic role, while men were observed primarily committed to the employee role. The fact that subjects judged personality attributes suggests that homemakers and employees differ not just in role behavior but also in their underlying dispositions. Efforts to remove gender stereotypes educationally may have relatively little impact compared with actual changes in the distribution of the sexes into social roles. (JAC)

ED 246 375 CG 017 617

Yager, Geoffrey G. And Others
 Training of Supervisors through Videotaped Vignettes.

Pub Date—Mar 84
 Note—8p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselors, *Counselor Training, Graduate Students, Microcounseling, Program Descriptions, Program Effectiveness, Skill Development, Supervisory Methods, *Supervisory Training, *Training Methods, *Videotape Recordings

One of the difficulties counselor supervisors face is the lack of specific training in learning to deal with difficult supervisees. To address practical as well as theoretical concerns, two related sets of videotapes were prepared. The first set was designed to provide a stimulus for discussions of common supervisory problems. A role player presented a difficult supervisee role to each of three doctoral level supervisors, who illustrated one of three supervisory methods: skill development (teaching), personal growth (counseling), or integration (collaboration). Three short videotapes were made to illustrate each supervisory model. The second set of tapes recorded participating students' discussion of the videotaped role plays and their responses to the exercise. Although the learning of those who participated in the filming may be the most dramatic, supervisory trainees who observe the videotapes and discuss their own reactions should also be better able to handle such situations in actual practice. (JAC)

ED 246 376 CG 017 618

Levin, Irwin P. And Others
 Inference Processes in Judging Clinical Competency.

Pub Date—May 84
 Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, *Competence, *Counselor Evaluation,

Counselor Qualifications, *Evaluation Criteria, Higher Education
Identifiers—Inference

Recent research has shown that when subjects are asked to make a judgment or decision based on incomplete information, they may infer or impute a value for the missing information based on their perception of the relationship between the missing and the presented information. To examine how clients evaluate and choose between therapists on the basis of actual and/or inferred qualifications, 63 students were asked to rate the competence of hypothetical clinical psychologists on the basis of the clinicians' experience in treating college-age patients with severe depression resulting from loneliness, and their familiarity with recent developments in treatment. Some clinicians were described by both factors, experience and familiarity with recent developments. Others were described by only one of these factors. A scenario was developed whereby subjects would expect a negative relationship between factors. Analysis of the relationship between responses on single-factor trials and responses on two-factor trials showed that the majority of subjects used the inferred negative relationship between factors to respond to situations with missing information. Furthermore, those subjects who placed the greatest weight on the experience factor were most apt to infer experience from familiarity, and those subjects who placed greatest weight on the familiarity factor were most apt to infer familiarity from experience. (Author/JAC)

ED 246 377 CG 017 619

Hays, Ron And Others
Multistage Path Models of Adolescent Alcohol and Drug Use: A Reanalysis.

Spons Agency—California Univ., Riverside.
Pub Date—Apr 84

Note—32p; Expanded version of a paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Age Differences, Alienation, *Drinking, *Drug Abuse, Models, Parent Child Relationship, *Path Analysis, *Personality Traits, Secondary Education, Social Behavior

Identifiers—Social Learning Theory

Using a path analysis on simplex pattern models of adolescent drug use, Potvin and Lee (1980) studied the personality and perceived environmental variables associated with drug use. To evaluate the appropriateness of the drug use models derived by Potvin and Lee, a structural modeling methodology using LISREL VI was applied to the data from their study. The Potvin and Lee study used interview data from a national probability sample of 585 girls and 536 boys, divided into three age groups: early adolescence (13-14 year olds); middle adolescence (15-16 year olds); and late adolescence (17-18 year olds). An analysis of the results showed that contrary to the original results reported by Potvin and Lee, a nonsimplex pattern of relations among different forms of drug use was found to hold for two of the three different age groups sampled (early adolescence and late adolescence). The personality dimensions of conformity-commitment and religiousness had consistent negative effects on drug use in each sample. Among young adolescents, increased conformity led directly to decreased marijuana use. Parental support-affection and parental approval of friends had effects on drug use in two of three samples (middle adolescence and late adolescence). Self-esteem and alienation were consistently unrelated to drug use. These findings suggest that the reanalysis of the Potvin and Lee study provided a more comprehensive test of theoretical models of drug use. (Author/BL)

ED 246 378 CG 017 620

Alexander, Martha A. Scott, Barbara M.
The AICCC Perspective of Career Management: A Strategy for Personal and Positional Power for Black Women in Higher Education Administration.

Pub Date—Mar 83

Note—25p; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (67th, Houston, TX, March 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Blacks, *Career Ladders, *Career Planning, *Educational Administration, *Females, Goal Orientation, *Higher Education, Individual Power, Racial Discrimination

Currently, America's racial and ethnic minorities are under-represented in higher education and in almost all occupational fields that require a college education. To investigate the extent to which black females in higher education administration view race as a mediating factor in their career progression, 39 black female administrators in predominantly white institutions were interviewed. An analysis of the results showed that the majority of the women interviewed exhibited a high degree of career or occupational mobility which they overwhelmingly attributed to their long term commitment to a career in academe and to their conscious conceptualization of plans to accomplish their goals. Most of these women indicated a high degree of self-confidence and assurance. These women's career planning and strategies to attain top-level administrative positions included: utilizing on-the-job training; consciously working themselves up through the ranks; paying early attention to educational preparation in areas relevant to positions of leadership; taking advantage of management training; developing and strengthening various personal characteristics conducive to successful leadership, especially "self-confidence"; and seeking the counsel and advice of mentors. These findings support a model of career management for black women, which focuses on five major factors: Attitude, Image, Competence, Career Mapping, and Contacts (AICCC). (BL)

ED 246 379 CG 017 621

Asbridge, Donald J.

A Process of Identity Formation in Relation to Peers and Peer Groups.

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Elementary Secondary Education, Identification (Psychology), Interpersonal Competence, Models, Peer Acceptance, *Peer Groups, *Peer Influence, Reference Groups, Self Concept, Self Esteem, Social Development, Socialization

Identifiers—Identity Formation

This paper presents a flowsheet model describing the interpersonal process of adolescent identity formation in relation to peers and peer groups within a social-psychological context. The model describes a primary route, a secondary route, and a vicious circle as pathways toward identity formation in relation to peers and peer groups. In the primary route, individuals associate with a peer group. If accepted by the group and satisfied with their role in the group they will either comply with, identify with, or internalize the group's values, beliefs, and behaviors, and will possess an identity. Any route other than the primary route is a secondary route, and is assumed to involve more conflicts, frustrations, and trials. These are cases where the individual is either unsatisfied or not accepted and will seek a new group or try a new strategy with the same group. In the case of the vicious circle the individual is not accepted after many frustrating attempts, and will either (1) keep trying, (2) become an internally-motivated prosocial loner or (3) become an antisocial "lone wolf". The model is likened to a production line with the final product being identity. The process is considered to be the same for female and male adolescents. (LL)

ED 246 380 CG 017 622

Shaughnessy, Michael F.
Cognition and Rationality.

Pub Date—Apr 84

Note—29p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Clinical Psychology, *Cognitive Processes, Counseling Theories, Developmental Psychology, *Logical Thinking, Rational Emotive Therapy, Risk

Identifiers—*Rationality

This paper reviews the main research in the area

of human reasoning and rational thinking to determine if man is either an "innately inefficient thinking machine" or if man's irrationality is "rooted in basic human nature," as Ellis (1976) suggests. The paper focuses on the work of two English theorists, Wason and Johnson-Laird, and two American psychologists, Tversky and Kahneman. Emphasis is placed on implications for improving the ability to think and reason in a rational and logical fashion. A number of experiments are reviewed, dealing with decision making, problem solving, psychotherapy, creativity, risk, prediction, generalization, and rational emotive therapy. Some general conclusions are drawn, suggesting that most people tend to think simplistically, to make choices without considering all the variables and all of the information, and to ignore long term goals. (JAC)

ED 246 381 CG 017 623

Shaughnessy, Michael F.

Counseling Minorities: Hasidic and Orthodox Jews.

Pub Date—Mar 84

Note—11p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, *Counseling Techniques, Counselor Client Relationship, *Emotional Problems, Ethnic Groups, *Jews, Parent Child Relationship, Religious Factors, *Stress Variables

Identifiers—*Cross Cultural Counseling, *Holocaust, Survival

Religious minorities, as well as ethnic and racial minorities, present specific clinical and treatment concerns. Counselors of Hasidic and Orthodox Jews should be aware of the special characteristics of these populations which separate them from other subcultures and subgroups, and which may play an important part in the psychotherapeutic process. A major problem in counseling both these groups stems from the Holocaust. Conditions such as post-partum reactions, symbiotic illnesses, and masochistic behavior may be encountered alone or in combination with other symptoms. Prior to treatment several issues must be addressed, including obtaining permission from the local Rebbe. Brief and highly dramatic therapy is often effective. Follow-up assignments may be helpful in channeling guilt feelings. The therapist must be aware of his/her own feelings about the Holocaust and be prepared to deal with the anger clients feel toward others. Children of Holocaust survivors also are a vulnerable group; therapists should ignore the survivor syndrome and examine the extent of loss felt by their parents. (JAC)

ED 246 382 CG 017 624

Katzman, Melanie Weiss, Lillie

A Multifaceted Group Treatment of Bulimia.

Pub Date—Apr 84

Note—26p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 3-8, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Body Image, Depression (Psychology), Eating Habits, *Females, *Group Therapy, Personality Problems, Self Esteem

Identifiers—*Bulimia

In spite of growing attention to the negative psychological and physiological consequences of bulimia, little has been written on its treatment. A comprehensive group treatment program was developed to increase the bulimic's comfort with herself and her body. Subjects were five single females (four college students and a nurse) who participated in 7 weekly sessions and a follow-up session 10 weeks later. Goals of the program were to help the women gain control over their lives and to identify and modify eating habits. Bulimia was presented as a learned habit rather than an incurable disease. Sessions dealt with coping, self-esteem, anger and assertiveness, cultural expectations, body image, and self-expectation. Preliminary results indicated that by the end of the treatment, bingeing and purging were reduced by over two-thirds. The women showed improvement in body image and self-esteem, and decreased depression, suggesting that bulimia may be more than a circumscribed eating disorder and that treatment of other areas may be necessary. Changes were maintained at follow-up

with continued improvement in four subjects. One atypical subject became worse during the course of treatment, suggesting that all bulimics may not benefit from group treatment. Better screening procedures are needed to identify those persons. (JAC)

CS

ED 246 383 CS 007 369

Carnine, Douglas Gersten, Russell

The Effectiveness of Direct Instruction in Teaching Selected Reading Comprehension Skills. Preliminary Draft.

Pub Date—Apr 83

Note—48p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Canada, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Directed Reading Activity, Metacognition, *Reader Response, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, *Reading Strategies, Research Methodology, Secondary Education, Student Teacher Relationship, Teacher Effectiveness, Teaching Methods

Identifiers—*Direct Instruction

As a first step in developing a research program that united several individual strands of comprehension research, this paper describes studies that relate to the effectiveness of direct instruction. Various sections of the paper discuss the following topics: (1) variables in the direct instruction model, (2) teacher performance variables, (3) instructional design variables, (4) teaching component skills, and (5) limiting cases for strategy practice and feedback. Overall findings reported in the paper suggest that direct instruction provides a framework for analyzing comprehension instruction in terms of teaching techniques, text structures, metacognitive strategies, and specific skills. (CRH)

ED 246 384 CS 007 584

Altman, Donna E. Van Arman, Steve

Effects of Spontaneous and Induced Lookbacks on Self-Perceived High and Low Ability Comprehenders.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, *Context Clues, Grade 10, Habit Formation, High Schools, Reading Achievement, *Reading Comprehension, *Reading Improvement, Reading Instruction, *Reading Research, *Reading Strategies

Identifiers—*Graphic Organizers, *Lookbacks (Reading)

A study was conducted to determine whether high and low ability comprehenders would benefit from induced lookbacks over naturally occurring text. Subjects were 64 tenth grade students selected on the basis of how their self-perceived proficiency matched their actual reading achievement as measured on a standardized test. The subjects were randomly assigned to experimental (induced lookbacks) or control (spontaneous lookbacks) groups, and given a familiar or unfamiliar passage to read. The passages included two from grade-level social studies selected on the studies texts and several from previous research efforts. Subjects were seen individually for 55 minutes by a teacher-examiner who read instructions aloud and recorded the subjects' nonverbal behavior. The open-ended test questions were scored by two independent judges with a .94 agreement rate. The results suggest that self-perceived low ability comprehenders may be differentially helped by an adjunct aid, such as the graphic organizer. Inducement of lookback behaviors resulted in superior performance for that group when compared to the group of low ability comprehenders that was left on its own. (CRH)

ED 246 385 CS 007 603

Falincsar, Annemarie Sullivan

Reciprocal Teaching: Working within the Zone of Proximal Development.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Educational Theories, Elementary Secondary Education, Feedback, Grade 7, *Reading Instruction, *Reading Research, Remedial Instruction, *Student Teacher Relationship, Teacher Effectiveness, Teacher Response, *Teaching Methods

Identifiers—*Reciprocal Teaching

A study compared the effectiveness of four instructional procedures designed to teach four strategies: summarizing, question generating, clarifying, and predicting. The four procedures were (1) reciprocal teaching/corrective feedback, which requires that initially the teacher do a considerable amount of instruction about and modeling of the four strategies using dialogue with the students; as the days of instruction proceed, the students are given more responsibility for initiating and sustaining the dialogue while the teacher guides this practice, using modeling and corrective feedback specific to each student; (2) reciprocal teaching/practice, identical to the procedure just described, with the exception that after the first four days, students continue to practice the strategies by writing summaries, questions, points to be clarified, and predictions on assigned segments of text, while teacher feedback is minimal; (3) demonstration, which requires the teacher to demonstrate each strategy; and (4) treated control, in which the students are given worksheet activities regarding the four strategies. Subjects were seventh grade students in developmental reading classes. All groups used the same materials. Results indicated that the most effective of the four instructional procedures was reciprocal teaching with corrective feedback, followed by reciprocal teaching with practice, and the control treatment. The findings suggest the importance of such instructional components as the need to work within the zone of proximal development (the "region of sensitivity to instruction") and to use a scaffolded and proleptic approach (transfer of responsibility for learning from teacher to student). (Examples of reciprocal teaching dialogue are appended.) (FL)

ED 246 386

CS 007 632

Peryon, Charleen, Ed.

Proceedings of the Annual Symposium on Reading Education (4th, Mangilao, Guam, November 9, 1983).

Guam Univ., Mangilao. Coll. of education.

Pub Date—9 Nov 83

Note—99p; A number of pages contain marginally legible print.

Pub Type—Speeches/Meeting Papers (150) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Content Area Reading, *Deafness, Elementary Secondary Education, *Grade Repetition, *Multicultural Education, Paraprofessional School Personnel, Preservice Teacher Education, Reading Comprehension, Reading Difficulties, *Reading Instruction, Reading Teachers, School Holding Power, *School Readiness, Student Teacher Relationship

Materials from a symposium on teaching practices and reading problems are provided in this report. Following a description of the meeting and a copy of the agenda, the report presents seven symposium papers that discuss the following topics: (1) teacher preparation in reading, (2) reading and the deaf child, (3) teaching reading in social studies, (4) multiethnic teacher-pupil interaction, (5) promotion and retention, (6) the use and effectiveness of paraprofessionals, and (7) school readiness. (HTH)

ED 246 387

CS 007 641

Cloer, Thomas, Jr.

Providing Direct Instruction in the Language Arts Class.

Pub Date—Mar 84

Note—14p; Paper presented at the Annual Meeting of the South Carolina Council of the International Reading Association (11th, Columbia, SC, March 15-17, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Elementary Education, Higher Education, *Program Content, Program

Descriptions, Program Development, *Reading Attitudes, *Reading Difficulties, *Reading Instruction, Teacher Education, *Teaching Methods

Identifiers—*Reluctant Readers

Research suggests that some of the problems faced by reluctant readers may stem from an emphasis on evaluation that precedes real instruction. At a southeastern university, the reading education program attempts to adhere to a particular sequence of methodology for working with children to prevent reading anxiety: teaching, application, practice, and then evaluation. Typically, only one child responds to a question during the application, practice, or evaluative phase, and the other children miss the opportunity to respond and be reinforced. In order for teachers to find out which children do not understand a lesson so that it can be adjusted during the reading class, students can use a multiple response technique. Each child holds up a card or marker in response to questions, indicating the appropriate answer, or whether they understand the concept, or their attitude toward an exercise. A successful sequence for oral reading involves the use of penlights to follow the text, while lists of high frequency words can be used in basic vocabulary development. Finally, in the early stages of language arts instruction, it is essential that students be provided with predictable print that can be read with success. Teachers can make read-along booklets from predictable stories such as Bill Martin's "Instant Readers" or "Sounds of Language." (HTH)

ED 246 388

CS 007 654

Siegel, Marjorie

Toward an Understanding of Reading as Signification.

Pub Date—[83]

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Curriculum Enrichment, Discourse Analysis, Ethnography, Grade 4, Intermediate Grades, *Language Patterns, *Language Processing, Reading Comprehension, Reading Instruction, *Reading Research, *Semiotics, Symbolic Language

Identifiers—*Drawing

To explore how readers create textual meanings or interpretations from written materials, a study that investigated reading from a semiotic perspective was conducted. The study's design was based on the principle of prior ethnography and employed data collection techniques common to field studies: participant/intervention and interviewing. Fieldwork was conducted over a seven-month period in one fourth grade classroom. The primary heuristic was an instructional strategy lesson, introduced after a three-month period of prior ethnography, that called on readers to sketch their interpretations of materials read. The lessons and interviews were audio and video taped, detailed field notes were kept, and all sketches were collected. Data analysis was focused on three dimensions: the interrelationship of fieldworker and respondents, the contextual constraints and resources in operation during the lessons, and the drawings that were created. Findings suggested that the children's interpretations were influenced by their embedded theories of the social situation, their skills as artists, and the nature of the activity of sketching. Within-class friendships and interest also played major roles in the process of constructing meaning. Overall, results suggested that from the theoretical and methodological perspective of semiotics it is more efficacious to view reading as more than mere representation, that models of direct instruction be reconsidered, and that the potential that transmediation across sign systems holds for curriculum development be explored. (Author/CRH)

ED 246 389

CS 007 655

Gibbs, Colin J.

When You've Heard It Before and Still Can't Read.

Pub Date—Jul 84

Note—39p; Paper presented at the World Congress on Reading of the International Reading Association (10th, Hong Kong, July 30-August 2, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, Listening, Memorization, Parent Role, *Reading Aloud to Others, *Reading Improvement, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills, Reading

Strategies, Teacher Role Identifiers—Voice Support (Reading)

A study was conducted to determine whether voice support helps children learn to read. Voice support involves reading to children while they follow the text, either informally as in bedtime reading, or formally, as in teacher or audiotaped readings of stories in the classroom. Subjects, 64 children just entering school, were unfamiliar with the 12 books used in the 24 instructional sessions. During each session the children had copies of the story, and some listened to an audiotape of the story, while some did not; some were encouraged to read each page while others only looked at the book; some heard up to six readings of a story; some heard only two. Each child had similar exposure time to the texts, even though the number of repetitions varied. Pre-instruction tasks assessed prior reading knowledge. Post-instruction tasks included high frequency word lists, writing vocabulary, and "spot" and oral cloze games. The results indicated that voice support did produce an improvement in children's reading behaviors but only on the instructional materials. The differences failed to appear with unfamiliar books. The improvement in reading may have reflected only the increased memorability of texts provided by the voice support. (HTH)

ED 246 390 CS 007 660

Baer-Kessler, Madeline

An Analysis of the Concept of "Literacy" and Investigation of the Role of the Fortune 500 Companies in Literacy Training.

Pub Date—May 84

Note—108p.; M.Ed. Thesis, Rutgers, The State University of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Literacy, *Business Responsibility, *Educational Research, Job Skills, *On the Job Training, *Reading Instruction, Remedial Instruction, Staff Development, Training Methods, *Writing Instruction

Identifiers—*Job Literacy, Private Sector

A study was conducted to obtain information about the involvement of the private sector in creating literacy programs for employees. Specifically, it examined the extent to which selected Fortune 500 companies were involved in literacy training and the extent to which materials and methods used were relevant to specific job tasks. An analysis of data gathered from the 57 respondents indicated that almost one-quarter of them offered some type of literacy course for their employees. The programs offered seemed to be developmental—geared toward skills improvement and making workers more efficient—rather than remedial—geared toward reteaching skills that should have been learned in school. Several companies offered speed reading programs. Most programs, however, were in the area of writing. One-third of the respondents expressed the feeling that the schools had not adequately prepared their employees for job literacy demands. Overall, the results indicated that there is a small amount of activity in the area of company sponsored literacy training, and little likelihood that this activity will increase in the near future. (The questionnaire used in the survey is appended.) (FL)

ED 246 391 CS 007 680

Florez-Tighe, Viola And Others

Multicultural Literature; Supplements for Basal Readers.

Pub Date—[83]

Note—16p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, *Basal Reading, Blacks, *Childrens Literature, Cognitive Processes, *Cultural Awareness, Cultural Interrelationships, Elementary Education, *Enrichment Activities, Folk Culture, Hispanic Americans, *Literature Appreciation, *Multicultural Education, Supplementary Reading Materials

Children's literature can be used effectively to enrich the reading content of basal reading materials with stories and information by and about ethnic minorities. Developing an ethnic cultural web for a literacy selection can stimulate language and enhance the thought processes of students. Using the webbing process, elementary school students can be encouraged to search for information and work together in interest or research groups. Another alternative to developing multiethnic literature for basal readers is to elaborate on a literary story. Children

can also write biographies of famous ethnic persons. As the need to enrich the reading programs develops, similar culture webs could be built for other ethnic groups. Not only could stories about minority groups be used to develop a balanced representation of the cultural groups in the United States, but the folk literature of any minority group of any region can be used. Books of individual African folktales that reflect the values and traditions of various African cultures can be used to acquaint black children with their heritage and to instill respect for the black heritage in all children. The use of multiethnic literature can help present an accurate and balanced representation of minorities and other societal groups and can help to overcome the deficiencies that are still present in many of the textbooks used today. (Sample activities are included.) (HOD)

ED 246 392 CS 007 681

Nagy, William E. And Others

Learning Words from Context. Technical Report No. 319.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-81-0030

Note—64p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Vocabulary, *Context Clues, *Learning Processes, Learning Theories, Reading Comprehension, Reading Habits, Reading Improvement, *Reading Research, *Reading Skills, *Vocabulary Development

To test the hypothesis that a large proportion of school children's vocabulary growth occurs through incidental learning from written context, a study was conducted using 57 eighth grade students of average and above average reading ability. The subjects read a 1,000 word expository or narrative text. After reading, subjects completed two vocabulary assessment tasks on 15 target words from each passage, an individual interview, and a multiple choice test, both designed to test partial knowledge of word meanings. Results of within-subject, hierarchical regression analyses showed small but statistically reliable gains in word knowledge from context. Tentative extrapolations from the results and current estimates of the volume of children's reading resulted in the conclusion that incidental learning from context accounts for a substantial proportion of the vocabulary growth that occurs during the school years. (Author/CRH)

ED 246 393 CS 007 683

Stallings, Jane A.

Effective Use of Time in Secondary Reading Classrooms.

Pub Date—Apr 84

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attendance, *Classroom Environment, Classroom Observation Techniques, Classroom Research, Classroom Techniques, Interpersonal Communication, Oral Reading, *Reading Achievement, Reading Improvement, *Reading Instruction, Reading Research, Secondary Education, *Student Teacher Relationship, *Teacher Effectiveness, Teacher Response, *Time Management

During the first phase of a three-phase study of teaching basic reading skills in the secondary schools, 43 secondary-school reading classrooms were observed for three days, and the relationships between teaching processes and students' gains in reading were examined. Data were recorded with the Secondary Observation Instrument, and the Classroom Environment Scale was used to obtain students' perceptions of the instructional process. Student reading achievement scores and absence rates were also recorded. Analyses of the data indicated that (1) teacher reinforcement of correct responses and guidance for incorrect responses were positively related to reading achievement gains; (2) the frequency of reading related verbal interactions, including interactive instruction and oral reading, positively related to achievement; (3) the number of social interactions and off-task behaviors that occurred during the class had a negative relationship to achievement; and (4) a relationship existed between positive effect recorded in the classroom and student absence rates, with lower student absence

rates associated with more positive and supportive classroom environments. Furthermore, greater gains in reading achievement were associated with these environments. (HOD)

ED 246 394 CS 007 684

Herman, Patricia A.

Southern Blacks: Accounts of Learning to Read before 1861.

Pub Date—[83]

Note—33p.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Education, *Black History, *Blacks, Colonial History (United States), *Literacy, *Reading Instruction, Religious Cultural Groups, Slavery, Teaching Methods, *United States History

Identifiers—United States (South)

Since the earliest days of slavery until the Civil War, some form of education existed for blacks in the United States. Many slaveholders were motivated by religious beliefs to let their slaves learn to read, particularly the Bible. The most widespread educational effort for blacks in the 1700s was undertaken by a missionary branch of the Church of England. Other denominations also sent teachers to blacks, and after the Revolutionary War, Quakers and Methodists were especially active in blacks' education. In the early 1800s, many Southern States adopted laws forbidding education for blacks, but Protestant groups as well as free blacks and underground slave schools continued to encourage the teaching of blacks in spite of such laws. Frequently, white slaveholders or their wives or children would teach slaves to read, and occasionally blacks would learn from other interested whites or educated blacks. Given the alphabetic reading method used at the time, many students, black and white, never attained much reading ability. Reading was assessed by the quality of oral reading, and it was possible to read aloud and be quite incapable of comprehending. Still, although the extent of literacy among slaves is almost impossible to measure because it was kept secret, a number of blacks did learn to read, despite often adverse circumstances. (HTH)

ED 246 395 CS 007 688

Rasinski, Timothy V. Nathenson-Mejia, Sally

A Buberian Critique of Three Literacy Learning Classrooms.

Pub Date—May 84

Note—29p.; Paper presented at the Annual Conference of the Center for the Expansion of Language and Thinking (Nashville, IN, May 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Philosophy, Elementary Secondary Education, *Literacy, Mastery Learning, Reading Instruction, School Role, *Socialization, Student Teacher Relationship, *Teacher Role, *Teaching Methods, Writing Instruction

Identifiers—*Buber (Martin)

Noting that school activities, in general, are judged by the extent to which they achieve their academically defined goals, this paper contends that schools serve another purpose, a social one. Arguing that schools should help children learn social responsibility and prosocial behavior and attitudes, the paper provides a rationale for, and a perspective from which, school activities may be viewed according to a social orientation. The paper uses the work of 20th century philosopher Martin Buber as the basis of this rationale and perspective. Drawing upon the Buberian perspective, the paper describes three literacy learning classrooms, representing three different pedagogical orientations to literacy learning: (1) a traditional-eclectic literacy learning approach, (2) a mastery learning approach, and (3) an open-informal approach to learning to read and write. The paper describes specific settings and events from each classroom in terms of Buber's notion of community building. (Author/FL)

ED 246 396 CS 007 690

Bradtmueller, Weldon G.

Perception of the Use of High Technology in the Teaching of Reading: Microcomputer Use in Teaching Reading.

Pub Date—[83]

Note—15p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction,

*Computer Software, *Educational Opportunities, Educational Technology, Elementary Secondary Education, *Microcomputers, *Problems, *Reading Instruction, Reading Skills

The past few years have seen a proliferation of microcomputers and a reduction in their cost. Many children have microcomputers in their homes and have learned their use in playing games and solving problems. Among these programs are those designed to improve reading skills, many of which are somewhat poorly conceived and prepared, often being merely workbook pages transferred to the computer for presentation. Nevertheless, the computer can be used to improve or aid in reading instruction by offering a multimodal means of involving children in the learning process or by making possible the individualization of instruction. Other advantages of the computer are its ability to give immediate feedback to students and to encourage student creativity. Most students respond positively to using a computer as a learning device, but not all students profit from this experience. Among the limitations associated with microcomputers are the following: (1) different computers and programs require different procedures and are not compatible from one computer to another; (2) good programs are scarce and teachers are inexperienced in using the computer; (3) the computer keyboard limits eye-hand coordination; (4) the computer screen causes considerable eye strain and may also lessen the attention span of the child; and (5) many software programs lack clear goals and objectives. (HOD)

ED 246 397 CS 007 691

Rasinski, Timothy V.
The Role of Media in Encouraging Thinking and Language.

Pub Date—May 84

Note—19p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Creative Thinking, *Critical Thinking, Curriculum Development, Elementary Education, *Language Processing, Language Skills, *Mass Media, *Models, Reading Skills, *Teaching Methods, Writing Skills

Identifiers—Media Role, Reading Writing Relationship

Noting that the media can be powerful instruments in the hands of creative teachers, this paper explores the use of media as instructional tools to promote growth in thinking and language processes (primarily reading and writing). The paper views media form and applies it to the interrelationship of experience, thought, and language. It proposes three models of media implementation in the experience-thought-language processes: (1) media as stimulus experiences for children, (2) media as experiences formulated by children, and (3) media as aids to the thought/formulative processes of children. The paper notes practical implications of the models for reading and writing instruction, and describes actual curricular programs that employ media in the ways suggested by the models. (Author/FL)

ED 246 398 CS 007 695

Moe, Mary A. And Others

Effects of Text Structure on Children's Comprehension of Expository Material. Technical Report No. 316.

Bolt, Beran and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Jun 84

Contract—400-81-0030

Note—34p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Elementary Secondary Education, Grade 7, *Language Processing, Prior Learning, Prose, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Strategies

Identifiers—Text Structure

A study investigated the relationship between text

organization and children's reading comprehension of expository material. Upgraded and downgraded versions of both macrostructures and microstructures were combined to produce four texts on the topic of insect-eating plants. Forty-three seventh grade students were randomly assigned to one of the four text conditions. The results from reading comprehension, prior knowledge, and vocabulary tests were used as pretest measures, while various post-test measures were designed to be sensitive to particular text structure manipulations. An analysis of covariance using a hierarchical regression technique suggested that students benefitted from reading text that was written to highlight comparisons among concepts presented in the passage. (Author/FL)

ED 246 399 CS 007 697

Hickerson, Benny

Extending the Reading Abilities of the Average and Above-Average Student: Critical Reading/Thinking for Gifted (and Not-So-Gifted) High School Students.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, *Class Activities, Content Area Reading, *Critical Reading, *Critical Thinking, Discussion (Teaching Technique), *Literature Appreciation, Reading Ability, Secondary Education, *Short Stories, Teaching Methods

Identifiers—Webbing

Critical reading and thinking abilities can be encouraged among average and above-average secondary school students through the study of literature. One approach is to give students a study sheet on the elements of the short story. The students should be led through the elements listed and given an opportunity to express their opinions about the importance or significance of the title; the type of story; and the theme, mood, tone, point of view, and techniques used by the authors. Having modeled, by working together with the class, an analysis of the elements of one short story, students can work together in small groups to discuss a second story, using their notes as a guide for discussion. A third story can be used to introduce the technique of webbing, a graphic means of presenting related information. The individual assignment is to produce a webbing of a story of the student's choice. Another activity involves having the students create original short story awards, establishing the criteria for the award and choosing one of their short stories to be the recipient. Such activities can help students approach the tasks of analyzing what they are reading; defining important and supporting elements; and evaluating, interpreting, and supporting those evaluations. Appended are a study sheet, "Guide to the Elements of the Short Story" and several examples of the webbing technique. (HOD)

ED 246 400 CS 007 699

Fletcher, Sharon Knafle, June D.

Nonsense Words versus Real Words in Teaching Phonics to High and Low Readers.

Pub Date—[81]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Grade 1, Grade 2, *Phonics, Primary Education, Reading Achievement, *Reading Instruction, *Reading Research, Reading Skills, Teaching Methods, *Word Recognition

Identifiers—Nonsense Words

A study examined high and low achieving readers' performance with six phonic generalizations, using real and nonsense words. Eighteen first and second grade students were divided into higher level and lower level readers on the basis of their scores on the Iowa Tests of Basic Skills. Three real words and four nonsense words for each of the six generalizations were chosen from a pretest. Each group of subjects received separately a 20-minute daily lesson in which the experimenter indicated which words following the phonic generalizations were real and which were not. A daily test of recognition was given immediately following each lesson. At the end of six days, a three-part posttest was administered to test sight recognition and forced-choice recognition. The results indicated that teaching lower read-

ing level students using nonsense words was effective, contrary to the beliefs and practices of many elementary school teachers. The higher level readers were able to recognize significantly more words than lower level readers. Lower level readers recognized more nonsense words than real words, while the higher level readers were more successful with real words than with nonsense words. On the forced-choice recognition segment, all subjects did better with nonsense than with real words. (HTH)

ED 246 401 CS 007 700

Beach, Richard

The Effect of Reading Ability on Seventh Graders' Narrative Writing.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Grade 7, Integrated Activities, *Narration, *Reading Ability, *Reading Instruction, *Reading Research, *Writing Research, *Writing Skills

Identifiers—Reading Writing Relationship

A study examined the effect of reading ability on 60 seventh-grade students' narrative writing quality, use of descriptive and evaluative t-units, use of storytelling linguistic cues, degree of revision, and between draft self-assessing inferences about intentions, problems in fulfilling intentions, and predicted revisions. Subjects wrote two autobiographical incident essays with a 6-week interval. For each task, the subjects began with prewriting activities involving selecting and exploring an event, then completed a first draft. On the third day of the assignment, they divided their drafts into thirds and completed a guided self-assessing form asking them to infer intentions, problems in fulfilling those intentions, and predicted revisions for each of the three sections. Next, they revised the draft. All drafts and self-assessing forms were read and rated by three trained evaluators. Results indicated that reading ability had an effect on the quality of personal incident writing, ability to infer intentions, use of descriptive t-units, and use of "tellability" cues. (FL)

ED 246 402 CS 007 701

Thompson, Patricia J.

The Gatekeepers: Monitors of Textbook Innovation.

Pub Date—24 Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Innovation, Input Output Analysis, Publishing Industry, Quality Control, Readability Formulas, *Research and Development, *Research Needs, *Systems Approach, Textbook Content, Textbook Evaluation, Textbook Preparation, *Textbook Research, *Textbook Standards

Those interested in textbook research, theory, and practice need to identify the independent or context variables that influence the making of a textbook—the intervening variables that come into play as textbooks are conceived, developed, and designed—and to show how these impact on the textbook, or dependent variable. To begin, critics and researchers need to be sure they are talking about the same thing when they discuss the textbook. Further, they need to agree on those characteristics that distinguish educational books from all others. Textbook innovation can then be examined through a conceptual framework that identifies three levels of gatekeepers that affect the innovation process: (1) primary gatekeepers (publishers); (2) secondary gatekeepers (editors, authors, writers, consultants, and salespeople); and (3) tertiary gatekeepers (knowledge producers such as out-of-house consultants, the government, the general public, educators, and textbook researchers). Such a systems view of gatekeeping and the monitoring of innovations suggest that publishers simply input the outputs of other systems as they pursue the legitimate objectives of the knowledge distribution system, namely the distribution of knowledge for profit. If there is to be a change in the quality of textbooks, the input from the tertiary gatekeepers needs to be

carefully scrutinized, since the use of readability formulas (an output of the tertiary gatekeepers) has contributed to the "dumbing down" of textbooks. (HOD)

ED 246 403 CS 007 702

Bennett, Susan G.

Do Junior High School Reading/Language Arts Teachers Use Oral Language to Improve Reading Comprehension? A Study of Two Teachers. Pub Date—12 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Junior High Schools, *Language Skills, *Listening Skills, *Oral Language, *Reading Comprehension, *Reading Research, Teacher Improvement, *Teaching Methods, Teaching Skills

Identifiers—*Theory Practice Relationship

To determine what recent research indicates about similarities and differences between reading and listening and current classroom practices in listening at the junior high level, and to discover whether teachers consciously and systematically provide a bridge between informal oral language and formal text language, a study was completed by conducting a literature review and by interviewing two classroom teachers with questions based on observation of their classes. Results of the interviews reinforced the overall findings of research: proportionally little oral language instruction took place in the classrooms, and teachers used teacher guides to materials primarily as sources for vocabulary instruction. The following are among suggestions based on the findings: (1) educators need to be convinced of students' need for instruction in written language and listening opportunities at all levels; (2) classrooms need reorganization to encourage authentic discussions, and (3) teacher training needs overhauling to include emphasis on the importance of oral language. (CRH)

ED 246 404 CS 007 708

Hirsh-Pasek, Kathy Freyd, Pamela

Vocabulary Development: How Deaf Individuals Can Learn to Use the Information Given.

Pub Date—10 May 84

Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, *Deafness, Grade 7, Grade 8, Junior High Schools, Measures (Individuals), Microcomputers, Morphemes, *Morphology (Languages), Reading Ability, *Reading Research, Reading Skills, *Visual Literacy, *Vocabulary Development, *Word Recognition

Identifiers—*Online Reading

To determine if people analyze words in online reading, an experiment was conducted with 12 congenitally deaf, second generation sign language users with a reading level of 6.64 on a standardized reading achievement test. The hearing controls included seventh and eighth grade students who were matched for reading level. Both groups were split in half to form high and low reading groups. The experiment was conducted using an Apple II microcomputer and a certified interpreter was always present. The measure used was the speed of reaction time to certain stimuli. Subjects were told that -ment was the target and that they were to push a button when they found the letters -ment in a sentence. Reaction times were measured at all points. Results showed that the deaf subjects stored word boundary items as base word plus ending (for example, payment as pay ment) but that they did not do the same with morpheme boundary items. It was further found that deaf subjects were sensitive to spelling changes. The findings suggest that deaf readers engage in visual word analysis while reading, doing so predominantly for the productive word boundary endings that do not cause spelling or sound changes. (Appended is a morphological analysis of skilled deaf readers.) (HOD)

ED 246 405 CS 007 710

Mulcahy, Patricia

Computer Assistance across the Skills: Vocabulary

Development through CBE.

Pub Date—20 Nov 83

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, Course Content, Higher Education, Microcomputers, *Programming, *Reading Instruction, Remedial Instruction, Teaching Methods, Vocabulary Development

The ease of authoring new computer materials for micros and pre-programmed menu-driven systems, which allows classroom instructors to design programs directly related to classroom objectives and activities, has helped to alleviate the problems of software shortage for computer assisted instruction (CAI) in reading. One college instructor has developed a program for remedial reading students focusing on mastery of 20 commonly used Latin and Greek morphemes that were a roadblock to the students' vocabulary development. In developing the program, the instructor found several suggestions helpful for teachers interested in composing their own programs: (1) choose a system that is user and author friendly; (2) write out clearly defined objectives, and include remediation and feedback before writing the program; (3) when developing multiple choice test questions, leave "I don't know" as an option; (4) avoid degrading comments when writing feedback; (5) create a personal voice in the program; (6) write with the student audience in mind, and do not crowd the screen; (7) develop a corresponding test of no more than 20 items for each lesson; (8) provide developmental levels of instruction within the program to accommodate different levels of learners; (9) schedule a training day for student users so that they may learn to use the system independently; and (10) integrate the program into the total curriculum. (HOD)

ED 246 406 CS 007 711

Draheim, Marilyn E.

Facilitating Comprehension and Written Recall of Exposition through DRTA Instruction and Conceptual Mapping.

Pub Date—83

Note—14p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Freshmen, Concept Formation, *Concept Teaching, *Directed Reading Activity, *Language Processing, Reading Comprehension, Reading Strategies, *Recall (Psychology), Sentence Structure, *Writing Improvement, Writing Instruction, *Writing Research

Identifiers—*Mapping

A training study, consisting of three treatment cycles for a total of nine 50-minute class sessions, was conducted to determine the combined effect of directed reading-thinking activity (DRTA) and conceptual mapping as organizational strategies for college freshmen of low writing ability. Each cycle included DRTA instruction, mapping, discussion, and the writing of an essay based on an expository text. Students in the control group read the same assignments and wrote essays on the same topics under the same time restrictions, but did not have DRTA or mapping instruction. Rather, the control students were taught brain storming and clustering of ideas as a planning technique for writing. Results revealed that the experimental students used significantly more main ideas in their essays than did control students, but that the experimental group of poor ability writers used slightly fewer subordinate ideas than did control group students. The findings suggest that conceptual mapping and DRTA helped students recall ideas needed during the planning and writing of thesis-support and summary-analysis writing tasks. (HOD)

ED 246 407 CS 007 712

Lorch, Elizabeth Puzles Lorch, Robert F., Jr.

On-Line Processing of Relative Importance Information during Reading.

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 1984). Print is broken and may not reproduce well.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, Higher Education, *Language Processing, Online Systems, Paragraphs, *Reading Ability, Reading Comprehension, *Reading Rate, *Reading Research, *Reading Strategies, Sentence Structure

Identifiers—*Text Structure, *Topic Sentences

One hundred thirty-nine college students participated in an experiment designed to examine the basis of their abilities to make relative importance distinctions among ideas in a text while reading. Subjects read two texts of 13 paragraphs each. The topics of the two texts were unrelated, but their topic structure was similar. For each of the critical paragraphs in each text, reading times were recorded for two target sentences: the initial topic sentence and a matched nontopic sentence expressing an idea subordinate to the topic sentence. To test the hypothesis that reading times may have been longer on topic sentences because they contained more new information, two versions of each text were constructed. In one version, the first paragraph of the text did not contain any information about the topics to be discussed. In the second version, the initial paragraph specified the topics of text and their organization. Two kinds of instructions were also given to readers. Half were given a sample outline of the first paragraph of the text before reading the body of the text; the other half read the text straight through, in preparation for a recognition test. The major results of the experiment were that subjects spent nearly half a second more time processing topic sentences than nontopic sentences, and that the magnitude of this "topic sentence effect" depended upon several other variables such as whether the topic sentence effect was greater when the topic sentence introduced a new attribute than when it did not. (HOD)

ED 246 408 CS 007 718

Mason, Jana M.

Acquisition of Knowledge about Reading in the Preschool Period: An Update and Extension.

Technical Report No. 318.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-81-0030

Note—51p.; Portions of this paper were presented at the Society for Research in Child Development Convention (Detroit, MI, March 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Child Language, *Cognitive Development, *Early Reading, Error Analysis (Language), Error Patterns, *Knowledge Level, Language Acquisition, *Learning Theories, *Metacognition, Preschool Education, Reading Comprehension, Reading Instruction, *Reading Research, Research Methodology, Young Children

Identifiers—*Print Awareness

Early reading should be studied from three perspectives: the function of print, the form of print, and the conventions of print. In so doing, it may be possible to avoid some of the hazards that have plagued the field, such as unsubstantiated assumptions about beginning reading and how it should be taught, erroneous beliefs that maturation plays an overriding role in learning to read, and shortsighted approaches to assessment of young children's knowledge of and progress in early reading. Two case studies of young children demonstrated how to avoid these hazards. First, they showed that young children are learning about reading before they read, and that if researchers study children's attempts, they will be in a firmer position to offer reading instruction. Second, looking at children's responses with contrasting tasks and with the same task over a period of time helped to demonstrate how reading experiences play a more substantial role in learning to read than does maturation. Third, studying children's patterns and attempts to participate in reading tasks gives richer information about what they are learning than does tabulation of their correct responses. (FL)

ED 246 409 CS 007 719

Romano, Maria

Parental Participation in Early Language Develop-

ment.

Pub Date—84

Note—32p; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Child Language, Comparative Analysis, Early Childhood Education, Interaction, Interpersonal Communication, *Language Acquisition, *Language Research, *Parent Child Relationship, *Parent Role, Primary Education, Social Differences

A study was conducted to determine what specific activities parents use to develop language in prekindergarten, kindergarten, and first and second grade children. A questionnaire about language related activities consisted of general information regarding the parents and children, followed by 15 statements that the parents checked according to the frequency with which the activity occurred at home. Four groups of parents were compared by occupation and education. It was found that verbal interaction activities were the most common type of parent-child language related activities, followed by activities that required learning tools and the prolonged attention of the parents. It was also found that families of professional and well-educated fathers interacted the least in language activities. (A copy of the questionnaire is appended.) (HTH)

ED 246 410

CS 007 720

Alvarez, Marino C. And Others

A Comparison Study of Background Knowledge of College Undergraduates Enrolled in Teacher Education Classes with Developmental Reading Classes.

Pub Date—8 Dec 83

Note—24p; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Current Events, *Developmental Studies Programs, Educational Background, *Knowledge Level, *Preservice Teacher Education, Reading Comprehension, *Reading Research, *Reading Strategies, Study Skills, Undergraduate Students, Visual Aids, Vocabulary Skills

A survey was conducted with 166 undergraduate students enrolled in teacher education and developmental reading classes to determine student background knowledge in three major areas: study and coping skills; current events, geography, and history; and general vocabulary. Among the findings were the following: (1) Students in both groups spent more time reading than watching television; however, they selected television over newspapers as their primary source for learning about news events. (2) Both groups reported that pictures and graphs were types of visual aids most commonly used in their textbooks. (3) While students in both groups could identify types of visual aids used in their textbooks, the students in the developmental reading group had less accuracy and memory for various types of visual aids. (4) Students in both groups indicated the use of rereading; relating the known to the unknown, or personalizing the information; paraphrasing; and visualizing as the most helpful strategies to "make sense" out of their reading; and (5) Students in the teacher education group were more knowledgeable in the areas of history, geography, and current events. (Appended are responses for selected questions from the general reading habits section and current events section of the survey.) (HOD)

ED 246 411

CS 007 725

Burley, JoAnne E. And Others

A Report on the Reading Habits of College-Aged Senegalese Students.

Pub Date—10 May 84

Note—20p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, College Students, Comparative Analysis, English (Second Language), Foreign Countries, Literature Appreciation, Nontraditional Education, *Reading Ability, *Reading Habits, *Reading Interests, *Reading Material Selection, *Reading Research, Traditional Schools

tional Schools

Identifiers—*Senegal

A total of 59 Senegalese adult and college students filled out a questionnaire in a study designed to gather data about their reading habits. The 15-item instrument, written in English and French, required yes or no responses to questions that described students' satisfaction with reading ability, types of materials read, perceptions of reading efficiency, and ease and availability of obtaining reading materials. Among the findings were the following: (1) there were no significant differences between married and single students' and between traditional and nontraditional students' reading habits; (2) all groups reported that they would like to read better, that they enjoyed reading, that they read newspapers often, and that, if possible, they would take a course to improve their reading; (3) both married and single groups reported that they enjoyed reading fiction and nonfiction material; (4) all groups reported that they remembered most of what they read within a reasonable time period; and (5) no practical differences exist for either of the groups in ease and availability of obtaining reading materials. (Appended are a brief history and description of Dakar, Senegal, West Africa and the French and English versions of the questionnaire. (HOD)

ED 246 412

CS 007 726

Schunk, Dale H. Rice, Jo Mary

Strategy Self-Verbalization: Effects on Remedial Readers' Comprehension and Self-Efficacy.

Pub Date—Aug 84

Note—24p; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Intermediate Grades, *Language Processing, *Learning Strategies, Reading Achievement, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Strategies, Remedial Reading, Verbal Ability

Identifiers—Self Efficacy

A study investigated the effects of verbalizing comprehension strategies on reading achievement, self-efficacy, and ability attributions of 26 children in grades four and five. The subjects, who had reading comprehension deficiencies, received instruction practice and opportunities. Within each grade, half of the subjects verbalized strategies prior to applying them to a reading passage and its accompanying questions, and the other half did not. A comparison of pretest and posttest scores on a variety of measures indicated that strategy verbalization led to higher reading comprehension, self-efficacy, and ability attributions across the two grades. Self-efficacy and ability attributions were positively related to one another and to subsequent performance. The findings suggest that the verbalization strategy should be applied to other reading skills. (Author/FL)

ED 246 413

CS 007 728

Byrd, Diana And Others

Contextual Effects across the Lifespan.

Spons Agency—Oklahoma State Univ., Stillwater.

Pub Date—Apr 84

Note—40p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 19-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Age Differences, Cognitive Development, *Cognitive Processes, College Students, *Context Clues, Developmental Continuity, Grade 3, Higher Education, *Language Processing, Language Skills, Primary Education, *Reading Research, Reading Skills, Research Methodology

Identifiers—*Contextual Effects

Sixteen third grade students, 16 college students, and 16 older adults performed a lexical decision (word-nonword) task to determine age-related differences in the magnitude of contextual priming effects. Context length and target quality (intact versus degraded) were within subject manipulations. A significant Age X Context Length X Target-Quality interaction indicated changes in the magnitude of context and masking effects across the lifespan. Follow-up tests suggested that age-related differences in the magnitude of context effects could

not be explained solely by age related differences in bottom-up processes (encoding), and that the efficiency of top-down processes (conscious memory search mechanisms) must also be considered. Covariate analyses, in which reaction times from simple decision tasks were used as covariates, suggested several loci for the revealed differences in context effects. (Author/MM)

ED 246 414

CS 007 729

Hancock, Anne Campbell Byrd, Diana

Automatic Processing in Normal and Learning Disabled Children.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 19-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, *Cognitive Processes, Comparative Analysis, Computer Assisted Testing, Elementary Education, Grade 3, Grade 6, Higher Education, Language Processing, *Learning Disabilities, Learning Modalities, *Reading Difficulties, *Reading Research

Identifiers—*Automatic Perceptual Processes

A study tested the hypothesis that learning disabled (LD), specifically reading disabled, children differ from "normal" children in their ability to acquire automatic perceptual processes. The subjects were 16 third grade and 15 sixth grade students, of whom 7 third grade and 3 sixth grade students were classified as LD. LaBerge's letter matching task, which involves identifying familiar and unfamiliar items, was presented to the children on an Apple II microcomputer. Reaction time and accuracy data were collected on three consecutive days. Analyses of correct reaction times data revealed a significant grade X day interaction. Simple effects tests indicated that only the reaction time of the third graders decreased across days. Predicted differences in the acquisition of automatic processes between LD and normal children were not found. A second study was conducted to replicate LaBerge and thus insure methodological equivalence. The procedure from the first experiment was repeated with 16 college students. Analyses of correct reaction time data replicated LaBerge's findings. (Author/FL)

ED 246 415

CS 208 112

Bliss, Carolyn

Writing as Action: Using Speech Act Theory in the Composition Classroom.

Pub Date—Oct 83

Note—37p; Paper presented at the Annual Fall Conference of the Virginia Association of Teachers of English (14th, Arlington, VA, October 7-9, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Language Usage, Learning Theories, Persuasive Discourse, Rhetoric, *Speech Acts, *Speech Communication, *Student Teacher Relationship, Writing Improvement, *Writing Instruction

Identifiers—*Jargon

Speech act theory jargon has several advantages over the traditional composition jargon. First, it is new and therefore potentially exciting. Its newness means that all students have an equal chance at it and need not feel that because they failed to understand a term presented in high school, that notion is forever lost to them. Second, jargon is fun. It creates an in-group of the informed, a comfortable place to be, especially for a student writer. A final advantage is that speech act theory terms can be clearly defined and demonstrated in ways the student understands. Speech act theory begins to systemize the exploration of the rhetorical transaction between speaker and hearer; it makes this transaction more intelligible and, therefore, more teachable. (CRH)

ED 246 416

CS 208 246

Tutolo, Daniel

Beginning Writing in Italy.

Pub Date—8 May 84

Note—18p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Classroom Ob-

ervation Techniques, Classroom Research, *Cross Cultural Studies, Curriculum Development, *Educational Theories, Foreign Countries, Primary Education, Teacher Attitudes, Teacher Effectiveness, *Writing Instruction, Writing Processes, *Writing Readiness

Identifiers—Italy

Based on observations of three first grade classrooms in Milan, Italy, this paper provides information about beginning writing instruction in Italy and offers suggestions for adapting some of the more successful techniques found there into writing programs in the United States. The various sections of the paper contain the following: (1) background information on the classrooms observed and the techniques used to gather data, (2) a discussion of the beginning writing process as it is taught in Italian schools, (3) developmental changes in teaching techniques that occur during the school year, (4) a description of writing and language lessons that are built on play, (5) a review of the writing curriculum in the schools, (6) a list of perceptions about the teaching of writing in the elementary school, and (7) a discussion of the reasons for the success of the Italian form of beginning writing instruction, along with suggestions for incorporating several of its features into American classrooms. (FL)

ED 246 417 CS 208 247

Chinn, Judith Alberts

Competency, California-Style, Revisited.

Pub Date—Nov 83

Note—27p; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, English Curriculum, Higher Education, *Minimum Competencies, Secondary Schools, *State Standards, Student Attitudes, *Writing Evaluation, *Writing Instruction, Writing Research, *Writing Skills

Identifiers—California

Using data from three studies, this paper focuses on competency education trends in California in the area of writing. The studies reviewed in the paper examined (1) the competency examinations produced by students in one high school in 1980, (2) the various means employed in 1981 by five school districts in the San Francisco Bay area to implement California State's Assembly Bill 3408 (1976), as amended in Assembly Bill 65 (1977), mandating competency, and (3) competency trends at the college level in 1982 and the extent to which entering freshman students exhibited improved writing skills. The paper then presents data from a 1983 study that revisited the five school districts and the various colleges and universities surveyed in 1981 and 1982. The paper reveals that changes in both attitude and curriculum have occurred within a short time in the schools, and that changes are also evident on the state level, with the Department of Education moving from minimal competency to maximum proficiency and greater control. It concludes that the competency bill has been the catalyst for such changes and that future studies need to continue to assess students' growth and competency trends. The paper includes samples of student competency examinations. (FL)

ED 246 418 CS 208 345

England, Elizabeth

The Use of Basic Writing Materials in ESL

Writing Classes.

Pub Date—Mar 84

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), Higher Education, *Instructional Materials, *Prewriting, *Resource Materials, Second Language Instruction, Student Needs, Teaching Methods, Textbooks, *Writing Instruction

Identifiers—*Basic Writing, *Research Papers (Students)

Similarities between the weaknesses found among English as a first language students and English as a second language (ESL) students suggest the need to use basic writing materials with English as a second language students. Prewriting materials should be chosen in an effort to teach students some criteria

for analyzing, evaluating, and criticizing written work and, ultimately, their own written work. Guided writing texts should be chosen on the basis of their cultural awareness and sensitivity and the extent to which they address the English language needs of the students who will use them. Finally, guidebooks on research paper writing should present detailed explanations about what to write in a research paper, with a heavy dose of what a thesis statement is, what it means to adequately develop a thesis statement, how library sources are used to develop a thesis, and why documentation of those sources is so important. (Appended is a short bibliography of materials for use with ESL students.) (HOD)

ED 246 419 CS 208 369

Spelling Program K-6: Spelling Curriculum with

Dictionary Skills.

Mehlville R-9 School District, St. Louis, Mo.

Pub Date—[83]

Note—39p; Developed by the teaching staff and Curriculum Office of the Mehlville School District.

Available from—Curriculum Office—Language Arts, Mehlville School District, 3120 Lemay Ferry Rd., St. Louis, MO 63125.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Dictionaries, Elementary Education, Error Analysis (Language), *Language Arts, Motivation Techniques, *Program Content, Program Development, *Spelling Instruction, *Teaching Methods

Intended for teachers involved in language arts instruction in kindergarten through grade six, this spelling program guide was developed to aid in improving spelling and the use of dictionaries. Following a statement of the goals of the spelling program, the sections cover the following program aspects: (1) textbooks and dictionaries; (2) instructional objectives, including spontaneous spelling for kindergarten and mastery skills in spelling and dictionary use for grades one through six; (3) time allotment for spelling study; (4) word selection for a spelling program; (5) the test/study/teaching method; (6) individualization for other than average spellers; (7) error analysis of children's spelling strategies; and (8) intrinsic and extrinsic motivation. A list of relevant resources is included. (HTH)

ED 246 420 CS 208 370

Junior High Curriculum Guide to Language Arts of the Mehlville School District.

Mehlville R-9 School District, St. Louis, Mo.

Pub Date—[83]

Note—30p; Developed by the teaching staffs and Curriculum Office of the Mehlville School District. Also titled: "Language Arts Curriculum for the Junior High Schools."

Available from—Curriculum Office—Language Arts, Mehlville R-9 School District, 3120 Lemay Ferry Rd., St. Louis, MO 63125.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Curriculum Guides, Educational Theories, *English Instruction, Grade 7, Grade 8, Grammar, Instructional Materials, Junior High Schools, *Language Arts, Library Skills, *Literature Appreciation, Student Evaluation, Teaching Methods, *Writing Instruction

Based on the latest research and theories, this junior high school curriculum guide was prepared for teachers of language arts. Following a statement of the philosophy of the program, teaching objectives are stated for writing, literature, and related skill areas. Other sections include a scope and sequence chart, evaluation and testing components, instructional methods, and a list of recommended textbooks and materials. A bibliography of resources is also included. (HTH)

ED 246 421 CS 208 371

English Curriculum Guide: Senior High Program.

Mehlville R-9 School District, St. Louis, Mo.

Pub Date—84

Note—38p; Developed by the teaching staff and Curriculum Office of the Mehlville School District.

Available from—Curriculum Office—Language Arts, Mehlville School District, 3120 Lemay Ferry Rd., St. Louis, MO 63125.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, *Curriculum Development, Curriculum Guides, Elective Courses,

*English Instruction, High Schools, Language Skills, *Literature Appreciation, Required Courses, Teaching Methods, *Writing Instruction

Prepared by the teaching staff and curriculum office of the Mehlville (Missouri) School District, this curriculum guide for senior high school English presents a dual focus on language (grammar, usage, composition) and literature (fiction, nonfiction, poetry, drama, media). Following a statement of the philosophy of the program, the guide outlines the program's requirements, including graduation requirements in English, placement criteria, and college preparatory credits. This list of requirements is followed by a list of textbooks and instructional materials, and an overview of the program. The overview includes objectives for literature, composition, language skills, and grammar and usage, listed sequentially for the program's three levels of English. The remaining two sections discuss the English elective program and suggested teaching methods. (HTH)

ED 246 422 CS 208 378

Smith, Linda Lazier

Coverage or Cover-up: A Comparison of Newspaper Coverage of the 19th Amendment and the Equal Rights Amendment.

Pub Date—Aug 84

Note—43p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Comparative Analysis, *Content Analysis, Females, *Feminism, Mass Media Effects, *Media Research, *Newspapers, *News Reporting, Public Opinion, Voting Rights

Identifiers—*Equal Rights Amendment, *Womens Suffrage

A study compared newspaper coverage of the women's suffrage movement in the 1920s with coverage of efforts to pass the Equal Rights Amendment in the 1970s and early 1980s, to see if the similar movements with different outcomes were treated similarly or differently by the press. A content analysis of relevant articles in the "New York Times" and "Indianapolis Star" was conducted for both time periods. The unit of analysis was the paragraph, and for each story the headline, story length, and placement by page were noted. Categories examined included content (reports or opinions), orientation (event or issue), and tone (favorable or unfavorable). The analysis revealed the following results: (1) actual press coverage (story content) was very similar for both amendments in both papers, (2) tone of coverage was more positive for the suffrage amendment, (3) the suffrage amendment earned more coverage, with 60% more stories than the Equal Rights Amendment and some 90% more inches over more coverage days, (4) the suffrage amendment earned more "favorable" stories, with nearly 42% located on the front page, and (5) no difference was noted in coverage in terms of event or issue orientation. (HTH)

ED 246 423 CS 208 384

Friedman, Sharon M.

Local Coverage of Three Mile Island during 1981-82.

Spons Agency—Lehigh Univ., Bethlehem, Pa.

Pub Date—Aug 84

Note—36p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Change, Editing, Interviews, Journalism, Media Research, *News Media, *Newspapers, *News Reporting, News Writing, *Nuclear Power Plants, *Press Opinion, Television

Identifiers—*Journalism Research, News Reports, *Three Mile Island

Local newspaper coverage of the Three Mile Island (TMI) nuclear power plant accident was examined in a study to determine what changes, if any, were made by local media and what lessons they had learned from it. Data were collected through interviews with 21 media representatives. TMI coverage in the six newspapers was examined using

each newspaper's clipping files for 1981-82. Last, to get a different view of the newspapers' performance, people who had served as news sources for the local media during this time were interviewed. Findings showed that the number of articles on TMI printed by the six newspapers increased more than 10-fold in 1981-82, compared to a two-year period before the accident. Coverage focused primarily on the clean up of the damaged reactor in 1981, but shifted to concerns over restarting the undamaged reactor in 1982. Four newspapers had established parttime TMI beats, with reporters indicating that they spent more time covering TMI after than before the accident. However, few reporters had any or had sought any technical training to help them better cover the complexities of the nuclear plant. Similar to coverage before the accident, there was very little interpretive, explanatory, or investigative reporting done during 1981-82. The prime lesson learned by the newspapers was to pay attention to nuclear plant problems and report about them in detail, generally through straight news reporting. (HOD)

ED 246 424 CS 208 389

Dixon, John Stratta, Leslie

Writing as a Participant-Observer: Making the Most of Social and Work Experience. Discussion Booklet 1, Series B: Writing 14 to 18.

Pub Date—84

Note—27p; Text in small print throughout.

Available from—Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton SO9 4YL, England (35 pence).

Pub Type—Guides—Classroom—Teacher (052)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Experiential Learning, Independent Study, Secondary Education, Study Guides, *Writing (Composition), *Writing Exercises, *Writing Improvement, *Writing Instruction

Identifiers—*Audience Awareness, *Personal Writing

There are several distinct reasons for writing as a participant-observer. In general, the choice lies among four broad kinds of writing that differ according to role, purpose, and audience. Diary writing can record and clarify for the student what went on, possibly with a privileged reader in mind who will have a sympathetic understanding. The log combines several functions—recording vocational achievement against a check list, diagnosing problems, and evaluating what has been significant for discussion with a tutor or supervisor. Narrative accounts tell a wider audience what happened from a personal point of view, to generate interest and encourage reflection on the writer's general observations. The generalized report can offer a wider audience a report in more general terms, answering a range of relevant questions such as how things were organized, what roles various people played, and people's attitudes to each other. (CRH)

ED 246 425 CS 208 391

Davis, Ken, Ed.

The Computerized English Class.

Kentucky Council of Teachers of English.

Pub Date—83

Note—62p; The Kentucky Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Kentucky English Bulletin; v33 n1 Fall 1983

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Trends, Elementary Secondary Education, *English Instruction, Higher Education, Microcomputers, *Teaching Methods, Word Processing, *Writing Instruction, Writing Processes

Articles in this journal issue focus on computer applications for the English classroom. Following an introduction (Ken Davis), the seven articles discuss the following topics: (1) the computer as an administrative, instructional, and research aide for English teachers (Brian D. Monahan); (2) computer technology and the writing teacher (Sandra J. Balkema); (3) the full range of computer applications in the composition classroom (Jim Karpen); (4) word processing as a tool for writing (Margaret L. Mitricker); (5) the computerized text and its readers (William Dennis Horn); (6) computers, communication, and taking the initiative (Sally Terango); and (7) English teachers as computer leaders (Robert Lucking). (HTH)

ED 246 426

CS 208 409

Heavlin, Barbara Anne

The Use of Synectics as an Aid to Invention in College Composition.

Pub Date—[82]

Note—32p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, College Freshmen, Creative Thinking, Discovery Learning, Higher Education, Prewriting, Student Attitudes, Teaching Methods, Writing Improvement, *Writing Instruction, *Writing Processes, *Writing Research, *Writing Skills

Identifiers—Analogy, *Invention (Rhetorical), *Synectics

A research project examined whether students in an English 104 freshman composition class would develop the ability to think analogically and divergently by using synectics as an aid to invention in composition, and whether these students would develop a more positive attitude toward writing. (Synectics is a highly structured group activity based on the invention and use of analogies and oxymorons in problem solving.) The 50 subjects in two composition classes wrote a diagnostic theme, completed questionnaires, participated in three synectics sessions, and wrote a final theme without a synectics session. Analyses of the data indicated the following: (1) most students used analogical thinking on all of the themes; (2) although most students used divergent thinking on at least one theme, few used divergent thinking on the final theme; and (3) most students had a more positive attitude toward English 104 than toward previous writing experiences. These findings suggest that students learned to think analogically, did not learn to think divergently as a whole, and developed a more positive attitude toward writing. (Author/CRH)

ED 246 427

CS 208 414

Fox, Barry

Cognitive and Stylistic Features of Reporting and Classificatory Writing by Senior High School Students.

Pub Date—[82]

Note—31p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, *Cognitive Style, Comparative Analysis, *Descriptive Writing, Discourse Analysis, Grade 10, Grade 12, High Schools, Language Patterns, *Language Styles, *Narration, Sentence Structure, Syntax, *Writing Research

Identifiers—*Discourse Modes, *Stylistics

Differences between reporting and classificatory functions in writing were examined in the responses of grade 10 and grade 12 students: 60 who were successful English students, and 60 on the borderline of passing in each of the grades. The reporting tasks required students to write compositions describing their first day in a high school or some similar event and to report on the most interesting television show they had recently watched. The classificatory tasks required students to write compositions on the problems of old age and of crime. Thus 480 compositions were analyzed in terms of five cognitive and four stylistic linguistic features. The analyses found that, as compared with reporting, the classificatory writing called for more abstraction, more tentativeness, more clauses of condition and concession, and greater syntactical complexity. Classificatory writing discouraged students from prefacing, interrupting, and adding loosely to their core statements since it called for less free modification before the subject or between the subject and main verb, and for less modification set off by points after the main verb. In addition, there seemed to be a correlation (not investigated statistically) between the uses of the features characteristic of older and superior students and writing used to develop thoughts rather than merely to state opinions. (HOD)

ED 246 428

CS 208 422

O'Neill, Robert M.

Some New Perspectives on the First Amendment in the Schools.

Pub Date—3 Mar 84

Note—13p; Paper presented at the Annual Conference of the Wisconsin Intellectual Freedom Coalition (6th, Milwaukee, WI, March 1-3, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Censorship, *Court Litigation, Elementary Secondary Education, Freedom of Speech, Public Opinion, *Reading Materials, *Reading Material Selection, School Community Relationship, Stereotypes, Student Rights, *Textbooks

Identifiers—*First Amendment, Supreme Court

The first textbook censorship challenge reached the courts in 1949, when a group of Jewish parents objected to Jewish stereotypes in literature used in the classrooms. This New York case is a reminder that (1) would-be censors do not always come from the far right; (2) while most censorship cases go to court for the purpose of having controversial materials put back on the shelves, sometimes a community or parent group will come to court from the opposite direction—to have material removed; and (3) library and textbook censorship issues are basically different from most other issues that arise under Constitutional free speech. In 1982, the United States Supreme Court finally intervened in a censorship case in Long Island, New York, where students had objected to the school board's decision to remove or restrict several library books found objectionable by parents and by the board. The case was significant in its opinion in favor of a plurality of educational materials, and in its singular recognition of the role of the school library in the educational process. The case was also disappointing in its elusive standard of proof, and in defining what was being suppressed—ideas or vulgar language. The Supreme Court probably raised or left open many more questions than it answered in this decision, presenting two contrasting approaches to library and curriculum acquisitions: removing those materials that are injurious to a historically disadvantaged segment of society, or taking an ideologically neutral position on such materials. All materials not legally obscene or otherwise beyond First Amendment protection would be entitled to equal consideration. This approach seems preferable to a double-standard of acquisition. (HTH)

ED 246 429

CS 208 423

Evans, Peter J. A., Ed.

Assessment in English: Adapting OAI to the Classroom. The Ontario Institute for Studies in Education Informal Series 56.

Ontario Inst. for Studies in Education, Toronto. Report No.—ISBN-0-7744-5068-1

Pub Date—84

Note—169p; Funding provided by the Carleton and Sault Ste Marie Boards of Education.

Available from—The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (\$9.75 prepaid).

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

Document Not Available from EDRS.

Descriptors—*Educational Assessment, Elementary Secondary Education, English Instruction, *Language Usage, *Listening, *Literature Appreciation, *Measurement Techniques, Measures (Individuals), Poetry, Reading Achievement, *Reading Instruction, Sentence Combining, Short Stories, Spelling, Writing Instruction

Identifiers—Ontario Assessment Instrument Pool, Shakespeare (William)

Intended for and developed by teachers, this collection of papers offers suggestions, activities, resources, and strategies to be used in the assessment of reading, language, and listening—all adapted from the Ontario Assessment Instrument Pool. The papers in the reading section deal with how a student's general performance trend can be helpful for the selection of resources for reading instruction; describe innovative uses of a number of reading passages; discuss experimentation comparing performance on assessment instruments with performance on standardized tests of reading with term and examination marks; and describe experiences in one secondary school where teachers were invited to use selected sight passages in term examinations. The reports in the language section include three experiences with the use of sentence combining instruments, an experiment using two instrument formats for spelling, and a report of an adaptation of selected language usage instruments for use at grades seven and eight. Finally, the papers on the listening section offer activities and lessons on the history of language, listening to Shakespeare's language with samples from four plays, reading and listening to poetry and the short story, following instructions, and reviewing speaking and listening resources for appropriate grades. (HOD)

ED 246 430 CS 208 425

Collier, Richard M.

The Effects of a Computer-Based Text-Editor on the Creativity and Writing Skills of Community College Composition Students: A Pilot Project.

Pub Date—[83]

Note—106p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Students, Comparative Analysis, *Creativity, Expository Writing, Higher Education, Microcomputers, Persuasive Discourse, *Typewriting, *Word Processing, Writing (Composition), *Writing Evaluation, Writing Improvement, *Writing Research, *Writing Skills

A study compared written texts produced by hand, by typewriter, and by word processor for differences in improvement in creativity and writing skills. Subjects included six college students—two with high creative ability, two with average creative ability, and two with low or weak ability. During a training period, the subjects were required to become familiar with a selectric typewriter and a word processing unit. During the next stage of the project, the students met each week for six weeks to compose their essays. In the first two weeks they composed their texts by hand, in the second two weeks they wrote on typewriters, and in the last two weeks they composed on the word processors. All the subjects wrote on the same topics and did so in the same sequence. Among the findings were the following: (1) the average creative ability group increased in creativity and the high creative ability group increased its scores in writing skills when they shifted from writing by hand to typing; (2) the strong ability group improved its creativity most with the word processor; (3) the average creativity group was the most creative on the typewriter, next most creative on the word processor, and least creative when writing by hand; (4) the weak creative ability group, like the strong group, displayed little difference in creativity between essays written by hand and on a typewriter emerged; and (5) just as the persuasive essays were assessed to be superior to the expository essays in creativity, so also were they assessed to be superior in writing skills. (Tables of findings accompany the text, and appendices include a creativity scale and the CUNY text evaluation scales for writing skill assessment.) (HOD)

ED 246 431 CS 208 429

Smith, Michael V.

Changes in Daily Newspapers: Implications for Community Political Behavior.

Pub Date—Aug 84

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Analysis, Community Attitudes, *Community Influence, Consumer Economics, Journalism, *Newspapers, *News Reporting, *Politics, Responses, *Social Change Identifiers—*Media Role

A decline in the daily reading of newspapers has been observed in the United States since World War II. In the decade from the late 1960s to the late 1970s, most daily newspapers employed market research to document and diagnose trends in readership, to estimate their present and future audiences' composition, and to assess the audiences' preferences in personal lifestyles in general and newspaper content in particular. These studies have made an important contribution to general pressures to align newspaper coverage and contents according to readers' preferences (and lifestyles) as well as to journalistic traditions. The impact of these pressures has been so great that by the end of the 1970s, newspapers could no longer get by with just printing news, they had to provide information for coping, helping the "new value consumer" seek self-fulfillment. The community orientation of the daily newspaper is no longer sufficient to provide the necessary economic support; though the relations of newspaper and community are interdependent, the social and political functions of the newspaper are also interdependent with its economic function. Newspapers are faced with the fundamental economic challenge of providing customer satisfaction while operating at a profit. (HOD)

ED 246 432 CS 208 442

Braman, Sandra

The "Facts" of El Salvador According to Objective and New Journalism.

Pub Date—Aug 84

Note—36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, *Journalism, *Media Research, Modern History, *New Journalism, Newspapers, *News Reporting, *News Writing, Periodicals, Philosophy, Social Studies

Identifiers—El Salvador, *Journalists

The debate between objective and new journalism centers upon the question of which approach factually depicts reality. Both genres, however, are part of one fact/fiction matrix in which all narrative forms since John Locke have been based upon factuality. The difference between the genres is that new journalism relies upon the sensory data of individuals and their own experience to form a unified picture of reality. Objective journalism relies on the procedural data provided by participants in bureaucratic processes for facts about the passage of an event through administrative categories. A comparison of fact in two narratives about El Salvador during June 1982 shows that Joan Didion's new journalism report from an individual locus of consciousness is shaped by the needs of a biological organism, while the objective journalism report of the "New York Times" reveals an accommodation of individual reporter Raymond Bonner with the public locus of the national newspaper of record and its political, economic, and military interests. (Author/CRH)

ED 246 433 CS 208 444

Culbertson, Hugh M.

Potential Female and Minority Communication

Educators: An Exploratory Study of Their Views on Teaching as a Profession.

Pub Date—Aug 84

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Document may not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, College Faculty, Equal Opportunities (Jobs), *Females, Graduate Students, Higher Education, *Job Satisfaction, Minority Groups, *Public Relations, *Teacher Attitudes, *Teaching (Occupation)

Identifiers—Association for Ed in Journalism and Mass Commun

Members of the Association for Education in Journalism and Mass Communication Public Relations Division were asked to nominate alumni, who were not full-time educators but who appeared to be excellent prospects for academic careers, for a study of attitudes of potential communication instructors toward teaching as a career move. The 27 nominees, most of them white, female graduate students or public relations practitioners, rated each of 10 factors as an advantage or disadvantage to public relations education. Overall, the results suggested a rather favorable view of public relations teaching as a job experience. However, most respondents believed salaries to be low and advancement opportunities limited considering the job experience and training required for academic work. Other findings include the following: (1) those with substantial graduate education tended more than others to rate academic careers favorably in terms of opportunities for creativity and genuine service, (2) those with more public relations work experience saw less opportunity for advancement in an academic career, (3) almost none of the respondents expressed concern about direct or "de facto" discrimination about women or minorities in academe, and (4) several respondents expressed interest in adjunct-faculty positions, which they felt required limited commitment, without appearing to recognize the rather restricted role and lack of security attached to such jobs. (HTH)

ED 246 434 CS 208 446

Smith, Linda Lazier

NOW vs. Stop ERA: Unequal Messages on the Equal Rights Amendment, January-June 1982.

Pub Date—Aug 84

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Comparative Analysis, Content Analysis, Federal Legislation, Females, *Feminism, *Information Dissemination, Mass Media Effects, *Media Research, *Persuasive Discourse, Political Issues, Public Opinion, Sex Stereotypes

Identifiers—*Direct Mail Campaigns, *Equal Rights Amendment, National Organization for Women, Schlafly (Phyllis), Stop ERA

A study examined the content of direct mail materials, distributed by the National Organization for Women (NOW) and Stop ERA groups, favoring or opposing passage of the Equal Rights Amendment. It was expected that NOW's pieces would concentrate on countering or counterattacking Stop ERA's arguments against the amendment (military draft, lesbian issues, women's "privileges," and financial support) in a feminist oriented, rather militant manner that would demand equality. Conversely, it was expected that Stop ERA's pieces would center on legalistic, pro-American, state's rights arguments against the amendment in an educated "lady-like" manner that would not mention the opposition. It was expected that the NOW pieces would be negatively oriented due to deadline pressure and waning legislative favor, while Stop ERA's pieces would be optimistic, even touting, of success. Five pieces of mail for each group, sent to dues paying members during the last six months of the ratification attempt (January through June 1982) were examined. Key themes examined were argument and issue, setting, character, and action. Other content items noted were sources, references to the opposition's pleas for funds or volunteers, background, tone, and the design specifications of the letter or brochure. The results of the analysis showed that, aside from providing legislative updates and requests for financial contributions, the tactics of the two groups were quite dissimilar, and virtually opposite of the hypotheses. (HTH)

ED 246 435 CS 208 448

Shah, Hemant

International Law and the New World Information Order.

Pub Date—Aug 84

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developed Nations, *Developing Nations, Government Role, *Information Dissemination, Information Needs, *Information Networks, *International Law, International Relations, Mass Media, *Telecommunications

Identifiers—*New World Information Order, UNESCO

Developing countries have addressed the problem of unequal world information flow by proposing the New World Information Order (NWIO), a set of guidelines suggesting a framework for the establishment of more equitable flow of information. Although the unanimous adoption of the 1980 NWIO resolution by Unesco has done much to legitimize Third World demands, the resolution has no legally binding force and it is unlikely that the developed countries will readily give up their superior position in the flow of information. Incorporating the NWIO principles into the body of international law would be one way to compel the developed nations to cooperate with Third World countries in establishing the NWIO. The resolution could become international law if (1) its principles become the actual practice of states over a period of time, (2) bilateral treaties based on the resolution are created between nations, or (3) a convention—an intergovernmental treaty based on the resolution—is passed and ratified by member states. Developed countries are likely to benefit whether they obey or disobey future NWIO laws, but by broadening their perception of self-interest (i.e., by recognizing those concerns in which the good of lesser nations is also the good of developed nations) they may become willing to observe NWIO principles. Strategies for Third World countries to gain strength in information-related resources might make a crack in the existing informa-

tion flow, at which time developed nations may be more ready to cooperate in establishing an equitable flow of information. (HTH)

ED 246 436 CS 208 449

Sohn, Ardyth B. Chusmir, Leonard H.

Motivational Patterns of Newspaper Managers:

An Exploratory Study.

Pub Date—Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Goodness of Fit, Job Satisfaction, Journalism, Motivation, Need Gratification, Newspapers, Occupational Surveys, Profiles, Self Actualization

Identifiers—Journalism Research

Using data collected at a Western State's press association convention, a study compared predicted motivation profiles for several newspaper management jobs to the actual profiles of men and women holding those jobs. In addition, the levels of job commitment and satisfaction were examined to learn how happy and dedicated the managers were. Approximately half (N=54) of the managers at the convention volunteered to write a five-minute essay in response to six pictures, and to complete a brief questionnaire that elicited demographic details and asked them to respond to a set of questions using a semantic differential scoring system designed to ascertain job satisfaction and commitment. Results showed that more than half of the subjects had a "good fit" between their actual individual needs and the needs likely to be fulfilled by their management jobs. Other findings showed that the older managers, those who had held their present jobs the longest and those who had worked in any management position the longest, were the most satisfied. No correlation was found for "good fit" and commitment. (HOD)

ED 246 437 CS 208 452

Husni, Samir A.

The Typical American Consumer Magazine of the 1980s.

Pub Date—Aug 84

Note—57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consumer Protection, Content Analysis, Journalism, Layout (Publications), Mass Media, Media Research, Periodicals, Production Techniques, Success

Identifiers—Consumer Magazines

A study was done to describe the typical new consumer magazine that was published in the United States between 1979 and 1983 and to determine the relationships between those magazines still being published (as of 1984) and those that ceased publication. A content analysis of 234 new magazines utilized circulation figures, commonalities of first issue, cover price, subscription price, publication date, magazine location, and frequency of publication, among other variables to discover the construction of a typical magazine for the period under study. It was found that the typical product could be considered as a fact sheet on the status of the new American magazines of the 1980s: a cover price of \$2.00 and a subscription price of \$14.00 per year, initially published bimonthly and later shifting to a monthly frequency, and carrying 21 pages of advertising and 69 pages of editorial material. In studying the 26 most common variables that existed among the new magazines and their relationships to survival or death of the magazines, it was found that only two have a significant effect on the survival of the new magazine: the cover price and the frequency of publication. (Author/CRH)

ED 246 438 CS 208 453

Hansen, Kathleen A.

Terminology-Setting Events and Information Retrieval in Mass Communication Research.

Pub Date—6 Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984). Research was supported by a

grant from the Graduate School of the University of Minnesota, through its Faculty Summer Research Appointment program.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diffusion (Communication), Information Needs, Information Retrieval, Information Sources, Information Utilization, Media Research, Online Systems, Research Utilization, Search Strategies, Vocabulary

Identifiers—Technical Language

To explore whether there is a recognizable point (a terminology-setting event, e.g., a scholarly conference, a special issue of a journal, or a particularly influential journal article) in the development of a new branch of knowledge that serves to codify a vocabulary for the researchers of that field, electronic and manual searches were conducted for materials published before and after a terminology-setting event in three areas: the agenda setting function of the press, the New World Information Order, and critical viewing skills. It was hypothesized that the number of items found would increase after a terminology-setting event. For each research area, the appropriate combination of manual indexes and electronic information systems was used. Results showed that the percentage of items found both electronically and manually went from 8% before the terminology-setting event to 19% after. However, the percentage of items located only electronically actually fell from 55% before the terminology-setting event to 43% after. These results suggest that electronic information retrieval systems do not necessarily lead to an increase in the number of identified items, and that terminology-setting events have a much greater effect on the researchers in a field than on the information retrieval systems serving them. Producers of these systems may have trained incapacities to respond to the events and thus may systematically exclude new terms, since they are not in the "speech communities" that determine the language of a field. (HOD)

ED 246 439 CS 208 455

Hailey, Jack

Teaching Writing K-8.

California Univ., Berkeley. School of Education.

Pub Date—78

Note—142p.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Educational Philosophy, Elementary Education, Holistic Evaluation, Sentence Combining, Teaching Methods, Writing Evaluation, Writing Exercises, Writing Instruction, Writing Research

Identifiers—Bay Area Writing Project

Intended for elementary school teachers in all subject areas wanting to learn more about what is known concerning the teaching of writing, this book summarizes numerous presentations made over the past four years by the many teacher/consultants working with the Bay Area Writing Project. Following introductory materials, the first section of the book examines students' writing, discussing holistic writing assessment and looking at children's writing samples to determine appropriate goals for each grade. The second section of the book focuses on the teaching of writing, exploring various philosophies and presenting nine teaching paradigms that include writing activities. The third section reviews the works of well-known researchers in the field of writing, including James Moffett and James Britton. Appendices contain sample topics and essays from the National Assessment of Educational Progress, a discussion of sentence combining, and a discussion of the rhetoric developed by Francis Christensen. (HTH)

ED 246 440 CS 208 458

Steiner, Linda Gray, Susanne

Genevieve Forbes Herrick: A "Chicago Tribune"

Reporter Covers Women in Politics.

Pub Date—Aug 84

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Females, Feminism, Journalism, Newspapers, News Reporting, Politics,

United States History

Identifiers—Herrick (Genevieve Forbes), Journalism History

Genevieve Forbes Herrick was one of the foremost women reporters of the "Chicago Tribune" during the 1920s and 1930s. Noted for her particular and consistent attention to women in national politics, her earliest political articles appeared in 1922, when she covered the Cook County primaries with an eye toward women contenders running against the Chicago political machine. She then covered the campaign of Ruth Hannah McCormick for the House of Representatives, and the succession of Hattie Caraway to her husband's United States Senate seat. Herrick occasionally used her own reactions and responses as a way of dramatizing the status of women involved in politics, and she often took a critical, even mocking, view of the political process. In her coverage of both parties' presidential conventions in 1928 and in 1932, her analyses hinged on contrasting the parties' treatment of women, and in dispelling the myth of a women's voting bloc. She was greatly concerned when women in politics refused to be interviewed, and delighted in reporting the weekly press conferences of Eleanor Roosevelt. Mrs. Herrick's close friendship with Mrs. Roosevelt annoyed the "Tribune" publisher, who was opposed to Roosevelt and the New Deal, and ultimately caused Herrick to resign. Well after her resignation, the "Tribune" continued to report on her exploits, her visits to Chicago, and her speeches as president of the Women's National Press Club. Her reporting shrewdly analyzed the evolving role and status of women, and offered instructive models for women entering the political arena. (HTH)

ED 246 441 CS 208 459

Avery, Donald R.

An Application of Hester's Determinants of News

Flow to American Newspapers in the 1808-1812

Period: A Preliminary Study.

Pub Date—Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Comparative Analysis, Content Analysis, Differences, Information Sources, Media Research, Models, Newspapers, Regional Characteristics

Identifiers—Hester (A), Information Equity, Information Flow, United States

Al Hester's communication model sees news flow as being primarily dependent upon national rank in the hierarchy of nations, dominance and weakness of nations, and economic and cultural factors. A sample of 37 newspapers was content analyzed in a study extending this international news flow concept to the intra-national level to determine whether this model is applicable to the flow of information in the United States from 1808 to 1812. During this period, the United States was composed of distinct regions. The centers of governmental and economic power were along the Eastern seaboard, particularly in the coastal areas of New England, the Middle Atlantic States, and the Upper South. The country was conducive to an information imbalance parallel to the imbalance between developed and developing nations. It was hypothesized that a higher percentage of news would flow from the South into the other three regions, that a greater percentage of news content would flow into New England than out of it, and that a greater percentage of news would flow into the frontier from the Eastern region than would be exported from the frontier. Not surprisingly, the major exporter of the news during the period was the South, which encompassed the nation's capital. It was thought that the frontier would be the major recipient of news from other regions, but New England was the primary importer of news. While not a precise fit, certain aspects of Hester's model appear to be useful in studying intra-national news flow. (HTH)

ED 246 442 CS 208 460

Beasley, Maurine H.

Eleanor Roosevelt: First Lady as Magazine Journalist.

Pub Date—Aug 84

Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL,

August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, *Females, Higher Education, Journalism, Mass Media, Media Research, *Periodicals, *Propaganda, *Sex Role, *Social History, *Writing for Publication
Identifiers—*Roosevelt (Eleanor)

Although Eleanor Roosevelt's career as a magazine journalist has been all but forgotten, it was an important part of her public activity while she was First Lady from 1933 to 1945. In contrast to ideas then current, Mrs. Roosevelt insisted on her right to earn money from her magazine work while in the White House. There is also evidence that her magazine career was based more on her status than on the substance of her output. An analysis of the more than 60 articles she placed in general-interest magazines with national circulation was based on two criteria: (1) the degree to which they served as political propaganda for the administration of her husband, Franklin D. Roosevelt, and (2) the kind of advice and guidance they offered American women as they sought to cope with social change. Her articles contained an important political dimension either through obvious partisan advocacy or by humanizing her husband's administration through use of human interest material. Her advice to women was conservative by today's standards—chiefly to define themselves in terms of their families. Yet she served as a liberating force for women by upholding the right of married women to engage in paid work and by popularizing the right of women to speak out on current issues, in contrast to the previous ideology that upper class women should remain apart from public life. (Author/CRH)

ED 246 443 CS 208 461

Beasley, Maurine H.

Mamie Eisenhower as First Lady: Media Coverage of a Silent Partner.

Pub Date—Aug 84

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Females, Information Sources, Journalism, *Mass Media, Newspapers, *News Reporting, Press Opinion, *Sex Stereotypes, Social History

Identifiers—*Eisenhower (Mamie), *Media Role
Coverage of Mamie Eisenhower as First Lady illustrates difficulties that the media have in projecting images of women. Like many women in the news, she was noteworthy because of her satellite status in relation to a man. Exercising some control over her public portrayal—if only to refuse to see the press to the extent it desired—she deliberately chose to present herself within the framework of sex-role stereotyping instead of presenting herself as a flesh-and-blood human being. The degree to which the press joined with her to present her in stereotypical terms raises the question of whether it was held captive by its own assumptions concerning the role of women. (Author/CRH)

ED 246 444 CS 208 464

Jeffers, Dennis W.

A "Situational" and "Coorientational" Measure of Specialized Magazine Editors' Perceptions of Readers.

Pub Date—Aug 84

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Local Issues, Mass Media Effects, Media Research, Perception, *Periodicals, Problem Solving, *Publishing Industry

Identifiers—*Audience Awareness, *Editors, Media Role

A study was undertaken of specialized magazine editors' perceptions of audience characteristics as well as the perceived role of their publications. Specifically, the study examines the relationship between the editors' perceptions of reader problem

recognition, level of involvement, constraint recognition, and possession of reference criteria and the perceived role of the magazine in helping readers develop solutions to problems. Subjects were 29 editors of single-breed livestock magazines serving the United States beef, swine, and sheep producing industries. Data were gathered using a mail questionnaire distributed in December 1983. The results of the study suggested two things: (1) specialized magazine editors perceived of their readers as being most concerned about issues and topics that are both "close by" and "personally manageable" and saw their magazine as making the greatest contribution to readers in these areas, and (2) some issues are considered to be "active" and as such were perceived as being more important than others. (Author/HOD)

ED 246 445 CS 208 465

Wesson, David A.

International Typography: From Abstract Art to American Graphics.

Pub Date—Aug 84

Note—15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art History, *Design Preferences, Fine Arts, *Graphic Arts, *Influences, *Layout (Publications), Printing, Publicity, Revolution
Identifiers—*International Typography, *Journalism History

International typography is a name coined by American graphic designers for a typographic style whose greatest impact has been in publication design, publicity, and promotional graphics. Its origins are the several artistic revolutions against decadence and stagnation in the fine and applied arts, such as the Dada or Bauhaus movements that began shortly after the turn of the century in Europe. The two major contributions of the typographical revolution were the popularization of the sans serif type style and the development of the grid system of designing asymmetric layouts. Some other characteristics of the contemporary style were rotated copy, the use of object photography, symbols and trademarks used as design elements, exclusion of ornamentation, sparing use of color applied for emphasis rather than decoration, minimum number of type sizes in a design, no letter-spaced words except for corrective purposes, figures scaled to the lower-case letter size, ragged right or justified composition, and the use of only lowercase letters. Though America did have some pioneers who grasped the principles of this European style, it was not until the beginning of the 1970s that the rhetoric and application of European typography was assimilated by American design texts and trade periodicals. (HOD)

ED 246 446 CS 208 466

Caudill, Ed

Cohort Analysis of Variations in Political Knowledge.

Pub Date—Aug 84

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, *Cohort Analysis, *Knowledge Level, *Mass Media, Mass Media Effects, *Media Research, *Political Socialization, Politics

Identifiers—*Media Use

A cohort analysis of data gathered in three national election surveys (1956, 1968, 1980) was used to study the effect of media use on political knowledge, which was divided into knowledge of issues, personalities, and political parties. Knowledge levels were calculated by creating indices from open-ended questions about why a person liked or disliked a candidate. Since the number of questions varied in each study, Z scores were calculated and cross-tabulated with each age group. The subjects were divided into five age groups (18-29, 30-41, 42-53, 54-65, and 66 and older), and the data analyzed for age, period, and cohort effects. Results indicated that all age groups declined steadily in media use from 1956 to 1980. The youngest cohort showed a stronger increase in personality related

knowledge than older cohorts; the youngest cohort also showed increased issue knowledge and political knowledge in general, while the older cohorts declined in both areas. The findings suggest that (1) the ability of the youngest cohort to increase in political knowledge while declining in media use may be explained by the existence of a "media generation," rather than a television generation; and (2) the youngest group is more efficient in its use of media than the older groups. (FL)

ED 246 447 CS 208 467

Barnes, James And Others

The Effect of Gender of Source and Reporter on News Coverage.

Pub Date—Aug 84

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Females, *Information Sources, Journalism, Journalism Education, Males, *Media Research, *News Reporting, *News Writing, *Sex Bias, *Sex Differences, Sex Role

Hypothesizing that news stories written about a female source would have more personal and feminine information than stories written about a male source, even if all the information available to the reporter were identical, a study varied gender of source with male and female college student reporters randomly assigned to the male-source and female-source conditions. The subjects were given a packet containing a press conference transcript, a biography, and a copy of a page of handwritten reporter's notes and told to write an article based only on the materials they were given. A 2 x 2 independent measure factorial design was used to analyze student reporters' use of personal versus professional information as well as masculine, feminine, and neutral information in their news stories. The findings showed a main effect for the source-gender variable with the female sources described in news stories with more personal and less professional information than the male source. No main effects for reporter gender were found. (Author/HOD)

ED 246 448 CS 208 468

Dunwoody, Sharon Ryan, Michael

Who Are the Media Spokespersons for Science?

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Information Sources, *Interpersonal Relationship, Interviews, Mass Media, *Media Research, *News Reporting, Productivity, *Professional Recognition, *Scientific Research, *Scientists

Identifiers—Journalism Research, *Journalists

Data collected in a 1981 national survey of physical/biological and social/behavioral scientists were used to investigate three research questions: (1) How often are scientists who encounter journalists called upon to discuss topics tangential or unrelated to their research? (2) Will the amount of contact with journalists be related to the number of years in research, research productivity, or type of field? and (3) Will the amount of contact scientists have with the media be related to their attitudes toward popularization of science news or to the number of media contacts initiated by the scientists themselves? Findings showed that of the 153 scientists who reported interacting with journalists, 39% said that all of their interviews dealt only with their own research, but 61% indicated that at least a portion of their interviews with journalists dealt with topics other than their own research. Scientists called upon to discuss non-research topics are somewhat less productive than scientists who are asked to discuss only their research. As their level of "spokesperson" activity increased, so did their feelings that the scientific community rewarded scientists for engaging in the popularization of science. Furthermore, scientists who served as "spokespersons" with some frequency were more likely to initiate contacts with journalists than scientists who do not serve as spokespersons. Finally, social/behavioral scientists were called upon as spokespersons more often than

physical/biological scientists. (HOD)

ED 246 449 CS 208 473

Jacoby, Adrienne

Word Processing with the Elementary School Student—A Teaching and Learning Experience for Both Teachers and Students.

Pub Date—84

Note—8p; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Villanova, PA, February 25, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, Elementary Education, *Student Motivation, *Teacher Role, Teaching Methods, *Word Processing, Writing Improvement, *Writing Instruction, Writing Processes

Using word processing in the elementary school writing curriculum is advantageous for both students and teachers. Word processors motivate students to spend more time on task, encourage changes and rewriting, and eliminate concern for neatness and the tedium of writing (and rewriting) by hand. Teachers can see that students using the word processor understand more clearly that the first draft is not the end product. Students become more open to criticism when composing on the computer, and the teacher can easily demonstrate editing processes without "messing up" students' papers. The teacher still uses the process approach to teaching writing, but is also responsible for instructing students to use the word processor effectively and properly and for setting up a classroom management system for access to the computer. Management and teaching suggestions to make the program function smoothly include (1) limiting computer time to 20-minute segments, (2) using a sign-up book or chart for computer time, (3) setting up a schedule with prescribed times for use, (4) discussing a student's text on the monitor as he or she is working with it, (5) teaching only simple commands, (6) encouraging peer editing while the text is on the screen, (7) providing students with their own discs, and (8) allowing students to correct one type of error at a time (spelling, punctuation, paragraphing) and to make a new printout after each kind of correction. (HTH)

ED 246 450 CS 208 474

Skulicz, Matthew

Writing for Publication in Developmental English.

Pub Date—Mar 84

Note—18p; Paper presented at the Annual Meeting of the National Association for Developmental Education (8th, Philadelphia, PA, March 8-10, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Developmental Studies Programs, *Nontraditional Students, Postsecondary Education, *Student Characteristics, *Student Needs, *Teaching Methods, *Writing Exercises, *Writing for Publication, *Writing Instruction

Developmental writing students pose particular problems for composition instruction because of their pragmatic orientation and because they come from and live in an oral, nonliterate culture. The writing instructor must create writing situations that make real-world demands and bring about real-world consequences, and assign topics that students can clearly see as contributing to their education. Writing situations in the developmental writing classroom must work toward these goals: (1) engage students in general or abstract thinking and the logical organization of ideas; (2) encourage students to pursue new knowledge; and (3) focus students' attention on writing as language, so that they see their writing from the editor's point of view. Realistic writing situations can be established in the classroom by means of an in-class magazine to which all students are required to contribute articles and editorial services. Compensation for publication is grade points for articles selected by student editorial boards. Teacher-selected topics should be contemporary social issues and should be problematic, with both sides defensible. Supplementary reading assignments will ensure a common body of knowledge. This magazine method allows students to deal closely with their writing and with that of others, and to experience the complete writing process, focusing attention on editing skills and providing stu-

dents with a purpose for writing. Furthermore, it allows students to construct and examine opinions on important social issues, thus contributing to their general education. (HTH)

ED 246 451 CS 208 475

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—28p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Business Communication, Computer Assisted Instruction, Creative Writing, Critical Thinking, *Doctoral Dissertations, Educational Theories, Elementary Secondary Education, Higher Education, Metacognition, Rhetoric, Sentence Combining, *Technical Writing, *Writing Evaluation, Writing Improvement, *Writing Instruction, *Writing Processes, Writing Readiness, *Writing Research Identifiers—Invented Spelling

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) revision using electronic word processing; (2) photography as an intervention strategy in the verbal composing process; (3) the effect of planning processes and communicative effectiveness of competent writers; (4) the aims and methods of interactive response to student writing; (5) the utilization of computer technology as a means of teaching and evaluating prewriting processes; (6) teacher attitudes and practices in composition instruction; (7) the logic of business writing; (8) the effect of the small peer writing group; (9) topic, theme, and mode in unassigned writing of first grade students using invented spelling in an open classroom; (10) effects of newspaper reading, free writing, and guided writing on writing quality; (11) heuristic approaches to the teaching of creative writing at the college level; (12) critical thinking and writing; (13) F. Christensen's generative rhetoric and its influence on the syntactic maturity and writing effectiveness of selected freshman students; (14) the effects of sentence combining on writing ability; (15) students' perceptions of practices in composition instruction in grades three, four, five, and six; (16) the development of an interactive technical writing curriculum through action research. (HOD)

ED 246 452 CS 208 476

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—16p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Development, Cohesion (Written Composition), College Freshmen, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, *Revision (Written Composition), Rhetoric, Student Attitudes, Student Behavior, *Technical Writing, *Writing Instruction, *Writing Processes, Writing Readiness, *Writing Research Identifiers—Audience Awareness, *Invention (Rhetorical)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with a variety of topics, including the following: (1) children's sense of audience; (2) rhetorical foundations of technical communication; (3) sources of negative attitudes toward writing; (4) the development of beginning writers; (5) the use of top-level structure of exposition; (6) the revising and editing of professional and experienced writers at the computer; (7) teachers' instructional behaviors and the writing processes of kindergarten children; (8) cohesion in good and poor essays of college freshmen; (9) revision cues; (10) cognitive development and writing ability; (11) Texas writers of children's literature; (12) audience awareness and adaptation skills of writers at four different grade levels; (13) metaphor in twentieth century theory of teaching composition; (14) cre-

ativity, cognition, and social interactions in student writing processes; (15) writer, context, and text; (16) E. B. White and personal discourse; (17) modern writing and the philosophy of space and time; (18) writing as a primary mode of therapy with adolescent females who are misusing drugs and alcohol; (19) variation in the use of composing notes among competent college writers; and (20) changes in attitudes, behavior, self-esteem, and writing ability in students enrolled in writing courses. (HOD)

ED 246 453 CS 208 480

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—12p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Content Analysis, Copyrights, Court Litigation, *Doctoral Dissertations, Editorials, Elementary Secondary Education, Faculty Advisers, Foreign Countries, Freedom of Speech, Higher Education, Information Sources, *Journalism, *Journalism Education, Media Research, News Media, *Newspapers, *News Reporting, Periodicals, Politics, School Newspapers

Identifiers—Journalism History

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with the following topics: (1) the meaning of "Cold War" in two York, Pennsylvania, daily newspapers; (2) Tom Paine and the disclosure of secret French aid to the United States; (3) "Schenck V. United States"; (4) an editorial analysis of the evacuation and encampment of the Japanese Americans during World War II; (5) radical currents in twentieth-century American press criticism; (6) neighborhood newspapers, citizen groups, and knowledge gaps on public affairs issues; (7) the news content of the prestigious dailies of India; (8) college president-newspaper adviser relationships and their effects on freedom of college sponsored newspapers; (9) newspaper reporters' attitudes regarding confidence in public education; (10) newspaper coverage of Congress and its utilization by Congressmen; (11) Martin Luther King, Jr., and the news magazines; (12) mass media in revolutionary societies; (13) West African newspapers as mirrors of concern about education; (14) stress on government and Mexican newspapers' commentary on government officials; (15) the concept of freedom and the free press; (16) state intervention in press economics in advanced Western democratic nations; (17) fair use as a copyright doctrine; and (18) the Baltimore, Maryland, "Afro-American" from 1892 to 1950. (HOD)

ED 246 454 CS 208 481

Beam, Randal A.

The Effects of Media Richness/Media Poorness on the Accuracy of Assessments about Candidate Stands on Issues.

Pub Date—Aug 84

Note—33p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Characteristics, Community Influence, Community Study, Environmental Influences, Information Sources, Journalism, *Knowledge Level, *Mass Media Effects, *Media Research, *News Media, *Politics Identifiers—California (Los Angeles), Pennsylvania (Erie), *Political Campaigns

A secondary analysis of data collected by Thomas Patterson during the 1976 presidential campaign was made to test three hypotheses: (1) respondents in a media-rich environment will show higher levels of political information holding than respondents in a media-poor environment, (2) differences in information holding levels between a media-rich community and a media-poor community will be greatest at the lower levels of political interest and smallest at the highest levels of political interest, and (3) differences in political information holding between a media-rich community and a media-poor community will be greatest at the lowest education

levels and smallest at the highest education levels. The original data were collected in Erie, Pennsylvania, and Los Angeles, California, beginning in February 1976 and ending in November of that year, following the election. For each hypothesis, an incremental F test was used to assess whether the final term entered into the regression equation was responsible for a significant increase in the variance accounted for in information holding. The results suggest an interaction effect between media richness/media poorness and education, though it is small. It would seem that although effects were made to control for other factors believed to contribute to variance in the dependent variable, the study design could not directly take into account all potentially important variables that may contribute to the apparently higher levels of political information holding in Los Angeles. (HOD)

ED 246 455 CS 208 484

Kenamer, J. David

Parent-Adolescent Similarity of News Media Use and Political Information as Predictors of Political Discussion.

Pub Date—Aug 84

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Communication (Thought Transfer), *Communication Research, Interpersonal Communication, *News Media, *Parent Child Relationship, Political Influences, *Political Socialization

Identifiers—*Family Communication, *Media Use
Interviews were conducted with adolescents (age 10-18) and with one parent of each to determine whether differences between parents and their adolescent children on political information and news media use had any impact at all on the amount of discussion about politics that goes on between them. The period during which the data were collected was one of intense and increasing political activity during the first half of the 1980 presidential primary season. Accordingly, the questionnaire included many items concerning the respondents' knowledge about political candidates, political parties and issues, their feelings about and preferences for various candidates, and their positions on political issues. In almost all instances, both parent and adolescent were asked the same questions, enabling comparisons of parent and adolescent. Results show that parent-adolescent political discussion does seem to relate to individual parent and adolescent levels of political information and public affairs mass media use. Although it was predicted that similarity in amount of political information and store of images from the mass media, and simple similarity in habits, would affect the amount of discussion between the two, the results seem to indicate that such factors may be at best secondary to other aspects of family dynamics. (HOD)

ED 246 456 CS 208 485

Becker, Lee B. And Others

The Development of Professional Values of Journalists.

Pub Date—Aug 84

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Seniors, Educational Background, *Educational Research, *Education Work Relationship, *Employment Experience, *Experiential Learning, Internship Programs, *Journalism Education, Occupational Surveys, Professional Development, *Professional Education, School Surveys

Identifiers—*Journalists

To determine the impact of college and professional experiences on journalists, interviews were conducted with graduating journalism majors at three universities in the spring of 1980 through 1982. Follow-up questionnaires were mailed in the summer following graduation. In another phase of the project, questionnaires were given to 485 journalists working full-time for broadcast and print media and wire services. Findings showed that despite differences in curricula in the various sequences,

sequence had no clear impact on professionalism. Internships led to lower levels of professionalism, while role playing experiences on the campus paper had no influence on professionalism. Academic minor, type of university, and social contacts similarly were unimportant in understanding level of professionalism. Students who came to journalism because it offered training in writing, because it was viewed as an exciting field, and because of its involvement in politics were more professional than those without these motives for journalism study. The data also showed that actual experience in the field of journalism could serve to decrease professionalism of the students once they left the university. Higher professionalism scores were associated with pride in one's field. (HOD)

ED 246 457 CS 208 486

Yule, Valerie

Matching Spelling to Human Abilities—A Review.

Pub Date—16 May 84

Note—30p.; The 1984 Mont Follick lecture presented in the Department of Linguistics, University of Manchester (Manchester, England, May 16, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Contrastive Linguistics, Individual Needs, Information Science, Intercultural Communication, *Language Research, Learning Theories, Letters (Alphabet), *Literacy, *Orthographic Symbols, *Reading Ability, Research Needs, *Spelling
Spelling, a basic component of information technology, has been investigated for its efficiency as a means of communication, with some researchers claiming that English spelling is close to ideal for really literate people to read fast and efficiently. Evidence about human abilities to obtain meaning from the printed word has come from studies of how beginners tend to spell, lists of the most common spelling errors, trends in popular choice of spelling, international vocabularies, and educational research. In reading, literate adults switch spelling sets automatically according to changes in the medium—print or handwriting, upper or lower case, and if bilingual, different sets of sound-symbol relationships. Studies have explored a variety of hypotheses about how present spelling might be made more accessible to a wider range of users. For example, experiments in surplus spelling have explored the notion of identifying and removing "clutter" in words—finding by experiment the letters that are not missed and that serve no purpose. Investigations have also revealed how few algorithms might be sufficient to modify present English spelling without effectively disguising it; only a few consistent rules might be needed to show morphemes and grammatical markers more clearly, while enhancing accurate phonological representation at the same time. Such studies can help to determine the "optimum" features of an orthography to match a particular language and suit the varied needs and abilities of its users. (HOD)

ED 246 458 CS 208 488

Dunwoody, Sharon Shields, Steven

Accounting for Patterns of Topic Selection in Statehouse Reporting.

Pub Date—Aug 84

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, *Information Sources, *Journalism, *Media Research, Newspapers, *News Reporting, Politics

Identifiers—*News Sources, *News Topics

A study investigated the possibility that news sources account for the pattern of journalistic topic selection. It was hypothesized that the proportions of content in raw news materials made available to reporters by sources would be similar to the proportion of content found in published stories, and that the proportions of sources for these raw materials would be dissimilar to the proportion of sources found in published stories. The study focused on sources and media coverage for a midwestern statehouse. Press materials from the statehouse were analyzed and coded for a six-week period, as were statehouse stories published in the state's four major newspapers for a four-week period. The analyses

indicated that proportions of content were similar across the raw materials and the published stories, supporting the first hypothesis. The results also showed that the proportion of specific sources for raw materials was different from the proportion of sources in the published stories, supporting the second hypothesis. The data suggest that journalists and their sources share notions about what aspects of a state bureaucracy are worth paying attention to. The disproportionate use of sources outside the statehouses cited in the published stories may represent journalistic attempts to achieve balance in reporting. (HTH)

ED 246 459 CS 208 491

Yagle, Pamela D. McCartney, Hunter P.

Designing a Prospective Admissions Test for Public Relations Majors.

Pub Date—6 Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aptitude Tests, *College Entrance Examinations, Curriculum Development, Educational Research, Higher Education, *Journalism Education, Predictive Measurement, *Public Relations, *Student Evaluation, *Test Construction
To facilitate the design of an admissions test for students wishing to study public relations at West Virginia University (Morgantown), a study used data from the academic records of 2,100 students and graduates and their performance on the Journalism Proficiency Examination. The measure used was their academic and professional success compared to the number of times subjects attempted the test. It was discovered that of the students who passed the exam, 41.4% succeeded on the first attempt, 33.2% on the second, and 5.4% on the third. To design an effective test, the study proposes an exam that totals 400 points and includes seven categories, including attitude, creativity, motivation, personality, problem solving, skills, and writing. Guidelines for administering the test were modeled after the Law School Admissions Test, but on a smaller scale due to the age and lack of academic advancement of incoming students. Overall, it was noted that admissions tests seem to be beneficial because students learn the performance criteria expected of journalism graduates, can make career decisions based on these criteria, and are able to assess their aspirations and potential. (CRH)

ED 246 460 CS 208 492

Shoemaker, Pamela J. Mayfield, Elizabeth Kay

Mass Media Content as a Dependent Variable: Five Media Sociology Theories.

Pub Date—Aug 84

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Content Analysis, Journalism, *Mass Media, *Mass Media Effects, *Media Research, News Reporting, *Research Methodology, *Scholarly Journals, Social Science Research, Social Theories

Identifiers—Media Role

To better understand the effects of the media on audiences, five media sociology theoretical approaches to the study of influences on media were investigated by looking at tests of the approaches in three journals over the last 10 years. The mirror approach predicted that the media would accurately represent reality, but, while accurate, the media were found to be unrepresentative. Four other theoretical perspectives—routines of newsgathering, the journalist-centered approach, social/institutional influence, and the hegemony approach—provided different explanations for the distortions that were found in mass media content. The findings suggest that the mirror approach be abandoned, and that the other four media sociology approaches be modified, with the hegemony approach (which suggests that journalists and media owners have a vested interest in seeing that the status quo continues) serving as a theoretical umbrella for the three more testable approaches. (Summaries of the studies used are in-

cluded.) (Author/CRH)

ED 246 461 CS 208 494
Davis, Irma

The Rewards and Tribulations of Meeting the Writing Needs of Untraditional Students in Advanced Composition.

Pub Date—Mar 84

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Conferences, Interaction, Program Descriptions, *Program Development, Student Reaction, Teaching Methods, *Writing (Composition), *Writing for Publication, *Writing Instruction

Identifiers—*Writer Conferences

The Writer's Center at Elgin Community College (Illinois) was established to provide students, writers, and would-be-writers with an opportunity to share and discuss common problems and successes in writing. The group holds meetings and invites local writers, editors, and others to address them. Members are encouraged to read short stories, articles, and excerpts from books they are writing. When writings are published, colleagues and members are honored. The center received so much praise and enthusiasm that the group decided to offer a writer's conference in the Spring of 1981. Applicants were accepted on the basis of the manuscripts they submitted and each workshop was restricted to no more than 15 members. The conference began with a Friday night lecture from the workshop leaders and continued with workshops, classes, and readings of professional and student writing until Saturday afternoon. The enthusiastic response to the conference resulted in repeated conferences in 1982 and 1983. Although the conferences encompass a great deal of work and are not without their difficulties, their history of success prompts the staff into planning for another one. (HOD)

ED 246 462 CS 208 495

Thiemeyer, John
Some Boundary Considerations for Writing-Software.

Pub Date—14 Apr 84

Note—13p.; Paper presented at the University of Minnesota Conference on "Computers and Writing: Research and Applications" (Minneapolis, MN, April 14, 1984).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, Dictionaries, *Editing, Educational Media, Higher Education, Language Usage, *Microcomputers, Secondary Education, *Spelling, *Word Processing, Writing Instruction

Identifiers—*Software Evaluation, Text Editing

*Computerized spelling programs or "spelling checkers" can be a wonderful tool for writers at any level of competence. However, they should not be used as adjuncts to the teaching of writing unless they meet two boundary conditions, one of size and one of design. The problem with design of the programs is that they allow for the correction of typographical errors and misspellings without human intervention, thus reducing the student to a passive key-pusher. The problem with size is that most of the spelling dictionaries have a limited working vocabulary. Other writing programs known as "grammar-" or "style-checkers" call attention to incorrect usages, redundancies, wordiness, meaningless intensifiers, gender-specific terms, split compounds, clichés, and other solecisms common in bad writing. Unfortunately, these programs are unregenerately prescriptive, offering substitutions for nearly every phrase they store. Better suited to the needs of a writer would be a software package that analyzes text. However, the high number of computations such a program would require renders such an idea impractical. Writing software packages, if properly designed and applied, can provide extensive text analysis. Unfortunately, much of the software originates with commercial programmers rather than with experienced classroom teachers. As such, they may, in fact, produce worse rather than better writers. (HOD)

ED 246 463

Robinson, Gertrude J.

Mass Communication in Ferment: Open Questions in the History of the Field.

Pub Date—Aug 84

Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Broadcast Industry, *Communication Research, *Communications, *Historiography, Intellectual History, Mass Media, Philosophy, Propaganda, *Research Methodology, Social History, Technological Advancement, Theories

Thomas S. Kuhn's paradigm theory, which explains the growth of science, can be used to challenge three aspects of the received history of North American communications research: (1) the beginning point of the field and its periodization, (2) the development of mass media studies as an articulated subfield, and (3) the role of new technologies in paradigm change. Historical evidence indicates that the philosophy of progressivism, which links new broadcast technology with social progress and the emergence of social psychology and sociology at the turn of the century, provides an empirical parentage for communication studies in the United States. The first institutionalization of the emerging discipline must therefore be sought at the Chicago school, not with P. F. Lazarsfeld. The Bureau of Social Research constitutes a second developmental change that articulates a paradigm for a new subfield-media studies. This paradigm was heavily influenced by governmental propaganda preoccupations during World War II, in which institute members were involved. Alternative, symbolic interactionist, and Marxist inspired paradigm groups were not able to challenge the Lazarsfeld limited-effects formula until the 1970s when the interactive technology debate provided an opening for a renewed assessment of communications assumptions. (Author/CRH)

ED 246 464

Ghorpade, Shailendra And Others

A Re-evaluation of the Dominant Paradigm of Communication and Development.

Pub Date—Aug 84

Note—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), Communications, *Developing Nations, *Economic Development, Industry, Mass Media, *Mass Media Effects, Media Research, Models, Political Socialization, Politics, *Quality of Life, Social Development, *Telephone Communications Systems

Identifiers—*Developmental Communication, *Media Use

The D. Lerner and W. Schramm model of the role of mass media in national development has influenced most media oriented studies of development for almost two decades. Briefly, the model suggests that the evolution from traditional to modern societies follows a causal path that leads to increased mass media use. The path ends with increased political participation and growth in gross national product (GNP). A study was undertaken to test the validity of the Lerner-Schramm model using new data drawn from the 1970s and from more sophisticated modeling techniques. In addition, three expanded models that incorporate new variables suggested by economists and other theorists—industrial base, physical quality of life, and horizontal media (telephone, mail, and telegraph)—were used. No evidence was found to support the Lerner-Schramm hypothesis. Mass media also had no influence on political participation or on physical quality of life in the expanded models. There was a significant relationship between mass media and GNP growth, though not in the direction suggested by Schramm and others. There was also some evidence showing a relationship between telephone saturation and increased political participation, lending support to Frey's contention that horizontal media may be more influential than other media in loosening government control in less open societies. Results sug-

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gest the need for a more thorough examination of the assertion that the key to development is equality of distribution of information and socioeconomic benefits. (Author/FL)

ED 246 465

Burd, Gene

Contradictions and Cross Purposes in Alcohol Usage in Media and Society: An Ironic Focus.

Pub Date—Aug 84

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcoholism, Content Analysis, *Cultural Images, Drinking, Intellectual History, Language Usage, Life Style, *Mass Media, *Mass Media Effects, Minority Groups, News Reporting, *Social Problems

Focusing on a serious social problem that links mass communication and society, this paper uses the techniques of irony and meta-research to examine the paradoxical discrepancies between the intent of acts and the outcomes of actions in social and media policy in the culture of alcohol. It examines the history and folklore of alcohol and community; the role of alcohol in journalism, humor, language, music, films and television, politics, and advertising; and the relationship of sports, media, and alcohol. In addition, the paper discusses alcohol and the newer minority cultures (the aged, women, gays, the handicapped), as well as those cultures of race and ethnicity. It directs attention toward the "alcohol minority" community and to the media coverage of the problems of alcohol. In conclusion, the paper suggests a more appropriate agenda for social action and research and notes how drinking is interwoven with the nature of urban culture. (Author/FL)

ED 246 466

Rogers, Courtney

A Teacher/Researcher Writes about Learning.

Pub Date—Jun 83

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Grading, Motivation Techniques, Secondary Education, Student Evaluation, *Student Motivation, Student Reaction, *Student Teacher Relationship, Teacher Response, *Writing (Composition), *Writing Evaluation, Writing Improvement, *Writing Instruction, Writing Processes

Students who are motivated to write and learn generally pay attention to written comments on their rough and final drafts; students who are not motivated generally ignore written comments and do not use them in revision, but nonetheless are concerned about grades. One effective way of increasing student interest in writing and skill development is to shift the emphasis in the classroom and on the returned papers from teacher comments on writing and learning to student comments on their own learning and writing. By asking them to examine their feelings and thoughts about themselves as writers, their own writing, and the effects of comments on their writing, students can better understand their processes of revision and the purpose of their writing, which in many cases is to further understand a work of art and, by implication, themselves. Also, in considering why they have done a writing assignment, students can better consider alternative approaches on future assignments, and come to regard writing assignments and their outcome as something within their control and for which they are responsible. (CRH)

ED 246 467

Mueller, Marie R. Lindsay

The Universality of the Folktale with Examples from Days of Old.

Pub Date—Mar 84

Note—7p.; Paper presented at the Annual Meeting of the Western Regional Reading Conference of the International Reading Association (10th, Reno, NV, March 1-3, 1984).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, *Fables, Folk Culture, Learning Activities, *Legends, *Literature Appreciation, *Mythology, Reading Instruction, Reading Material Selection

CS 208 501

CS 208 502

CS 208 505

Identifiers—Fairy Tales, *Folktales

A folktale may be defined as a tale of the people, a short, fast-moving oral or written adventure story perhaps of a comic or romantic nature. It is a traditional story of a particular group of people and follows a basic design. Since it is told by many storytellers, it has differing versions or variations. Because it has been handed down through the ages, its origin often is lost. Folktales include epics, ballads, legends, folksongs, fairy tales, myths, and fables. They are often formulaic, for example, "Henny Penny" or "The Sky is Falling In"; the chain tale, based on numbers, objects, or events; the dialogue pattern; and the accumulative stories as in "The House That Jack Built." Folk themes may be universal in nature. Many countries have stories following similar themes: foolish people who do foolish things; virtues such as humility, kindness, honesty, and hard work; and the power of love and kindness. Perhaps the most universal of fairy tales is Cinderella, with some 1,000 versions extant. Often the variation for a country reveals the character and values of the people. To make use of the wide variety of literature offered in fairy tales, teachers can use the public library system and their local school or county film catalogues to explore the diverse material available. Activities for students can include making advertising posters for particular tales, making mobiles, writing book reviews, and writing alternative endings to tales. (CRH)

ED 246 468

CS 208 506

*Bowman, Camille***Mobil's Advertorials: A Case Study in Advocacy Ads.**

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-492

Pub Date—May 84

Note—9p.

Available from—Freedom of Information Center, Box 858, Columbia, MO 65205 (\$1.00, quantity discounts available).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Advocacy, Attitude Change, *Business, *Editorials, *Journalism, Mass Media, Persuasive Discourse

Identifiers—*Mobil Oil Company

Mobil Oil's program of "advertorials," or company stances on controversial issues appearing in principal print media, has had several significant results since its inception in 1970. The professed reasons for this campaign were to give the company itself more visibility and to stir up discussion on issues affecting the public. The results include swaying the opinion leaders and the general public; playing a major role in the positive shift in attitude changes toward major oil companies; improving Mobil's image with the public; achieving the objective of building a reputation for Mobil as an outspoken, responsible company concerned about America's energy future and major social issues; and having a favorable influence on investors. (CRH)

ED 246 469

CS 208 507

*Thiesmeyer, John***Teaching with the Text Checkers.**

Pub Date—25 Feb 84

Note—11p.; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Villanova, PA, February 25, 1984).

Pub Type—Guides - Classroom - Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, *Editing, Error Patterns, Feedback, Higher Education, Language Patterns, *Microcomputers, *Revision (Written Composition), Sentence Structure, *Word Processing, *Writing Difficulties, Writing Instruction

Writing problems common among many college students are "phrasal" errors such as limited vocabulary, inability to distinguish standard usage from slang or jargon, a tendency to frame thoughts in clichés, a peppering of meaningless intensifiers, and a gift for redundancy and wordiness. To help correct these problems, a text-checking system called EDITOR, which uses microcomputers as word processors and commercially available text-checking software, was developed. Offering students critical feedback at precisely their level of writing, the process includes approximately eight steps for the correcting of spelling and typographical errors, obtaining a concordance, printing a new draft and checking it for phrasal and some mechanical errors,

and takes about 20 minutes in all for a five-page paper. With a printout of the errors or potential errors in hand, the student corrects the draft copy and enters the corrections into the word processor. Based on discussions by students, it is evident that such a system teaches them not just the particular errors, but the categories of errors, so that students are able to start looking for wordiness, redundancy, meaningless usage, and so forth on their own before electronic editing. Many text-checking systems are currently available. However, since they are written primarily by commercial programmers, their manuals and phrase dictionaries contain many lapses in literacy. Nevertheless, some of these drawbacks can be remedied, with the result being a program such as EDITOR. (HOD)

ED 246 470

CS 208 508

*Bellando, Edouardo***War Coverage: The Case of the Falklands.**

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-494

Pub Date—Jun 84

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Censorship, Foreign Countries,

*Freedom of Speech, *Government Role, Information Sources, *Journalism, Modern History, News Media, *News Reporting, News Writing,

*War

Identifiers—*Falkland Islands, Great Britain

The Falkland-Malvinas conflict is a classic example of how a government can manage news in wartime. The rules of the game as evinced by the British government and Ministry of Defense were simple and effective. They controlled access to the fighting, controlled all communications facilities, excluded all neutral correspondents and carefully screened their own, banned or delayed pictorial coverage and live TV, and censored and checked all the material that reporters gathered. In addition, they delayed or suppressed "dangerous news," released bad news in small portions to reduce its impact, played favoritism in rewarding patriotic reporters, and used "technical reasons" as an excuse in many circumstances. By following these procedures, the government gave the impression that the press was allowed to do its job, and at the same time controlled effectively the flow of information. Journalists were allowed to accompany the task force and to file regularly to their news organizations. At the same time, they were wrapped in a net of subtle restrictions that let them work only to the extent desired by the Ministry of Defense. (CRH)

ED 246 471

CS 208 509

*Wilson, Donna Warner***Political Opinion Change in Parent-Adolescent Dyads: The Role of Communication Activities.**

Pub Date—Aug 84

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Attitude Change, Communication (Thought Transfer), *Communication Research, *Influences, *Interpersonal Communication, Mass Media, Mass Media Effects, *Parent Child Relationship, Parents, *Political Socialization

Data gathered during the 1980 presidential campaign were analyzed in an effort to establish influence flow between adolescents and their parents concerning changes in opinions of candidates and issues. The data base consisted of a two-wave panel of 501 adolescent-parent dyads from throughout the state of Wisconsin. Twenty-eight mass media and external interpersonal communication variables were factor analyzed separately for the adolescent and parent samples utilizing principal components procedure with varimax rotation. Questions on four campaign issues and two candidate ratings were selected to determine opinion movement and direction. Findings indicated that the influence between parents and adolescents during the election campaign was bidirectional. When the parents did change their opinions, there was a closer similarity of communication activities associated with newspapers and attention to the primaries between themselves and their offspring. (HOD)

ED 246 472

CS 208 510

*Johnson, Sabina Thorne***The Language Journal: Bridge to Expository and Argumentative Writing.**

Pub Date—19 Feb 84

Note—16p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (26th, San Francisco, CA, February 17-19, 1984).

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Higher Education, *Language Usage, Listening, *Teaching Methods, *Writing (Composition), *Writing Improvement, Writing Instruction

Identifiers—Freshman Composition, *Journal Writing, *Linguistic Awareness

The language journal can be an effective aid for teaching students to be aware of and sensitive to language. Students write down any observations that interest them about the language they hear or read in everyday life, together with their speculations on the causes of such language. The journal is devoted specifically to language because an effective writer must be sensitive to language. It also does not encourage skills in purely narrative and descriptive writing at the cost of expository and argumentative writing. The content of the language journal offers a bridge or transition between a student's daily life and academic life. Entries range from fundamental observations to sophisticated speculation, and topics range from the language of family, friends, teachers, and street talk to expressions in song lyrics, on public transportation, of politicians, of advertisements, and in body language. As students grow sensitive to and critical of how others express themselves, they grow sensitive to and critical of how they express themselves. The journal encourages students to teach themselves about both speaking and writing without an inner "resistance" to language learning. (Several student journal entries are included.) (HTH)

ED 246 473

CS 208 511

*Hagge, John***Strategies for Verbal Interaction in Business Writing.**

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, *Business Communication, Higher Education, *Interaction, *Interpersonal Relationship, *Speech Communication, *Technical Writing, *Verbal Communication, Writing Instruction

Identifiers—*Speaking Writing Relationship

Business writers often use—or may be taught to use—strategies for verbal interaction analogous to those they use in conversation. Unfortunately, much current composition theory discounts analogies between verbal interaction in speaking and writing and therefore disallows applying the results of linguistic investigations of spoken language use to writing. However, the logic of business writing resembles that of ordinary conversation because in both cases discourse participants have available a shared situational context from which to draw meaning-producing inferences. Since business writers and readers interact with one another, they must acknowledge the requirements of "face" in these interactions through linguistic politeness forms. Because students already know how to use a wide range of politeness markers that signify the requisite level of courtesy for any given situation, they need only be shown how they can make that pragmatic competence explicit so that they can apply it to their business writing tasks. (Appended are examples of verbal politeness strategies, some comments on writer-reader interaction in current composition theory, and descriptions of some types of speech acts.) (HOD)

ED 246 474

CS 208 512

*Pearson, Patricia, Ed.***Bridging the Gap: From Ivory to Corporate Tower.**

Proceedings of the ABCA Midwest Regional Conference (Ames, Iowa, April 19-20, 1984). American Business Communication Association, Urbana, Ill.

Pub Date—Apr 84

Note—220p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Business Communication, *Communication Research, Computer Assisted Instruction, Higher Education, Integrated Curriculum, Job Skills, *Organizational Communication, Staff Development, *Teaching Methods, Technical Writing, *Word Processing, Writing for Publication

Proceedings drawn from a conference on business communication, the 21 papers in this collection are grouped under the headings Corporate Tower Views, Bridging the Gap, and Ivory Tower Views to better reflect the joint concerns of professional communicators on the job as well as the concerns of those who teach business communication. Among the topics covered in the papers are (1) conducting research in the history of business communication, (2) communication workshops for staff development, (3) factors that influence the attitude toward video display terminals, (4) making proposal writing real in the classroom, (5) how to write a book, (6) consulting with the corporate community while improving teaching methods, (7) career placement procedures, (8) communications and revolution in the airlines, (9) communication audits to teach communication concepts, (10) organizational communications and a public school tax election, (11) practical approaches to integrating business communications into the accounting curriculum, (12) word processing in business writing classes, and (13) using computer assisted instruction to teach business communication. (HOD)

ED 246 475

CS 208 514

Jackson, Louise A.

When an Author Comes to Visit.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, Educational Planning, Elementary Secondary Education, *English Instruction, Individual Needs, Language Arts, *Literature Appreciation, Long Range Planning, *Teacher Role

Identifiers—*Authors in the Schools

Teachers who wish to invite authors into the classroom, should consider a number of things. First, they should choose the right author. Children generally want to meet authors who write at their own levels of reading interests. If in doubt, teachers might call a publisher and ask the publicity director to make some recommendations based on the needs of the classroom. Second, authors and teachers should discuss their needs and preferences well in advance of the visit. This preparation should include such things as meal preferences, scheduling, transportation arrangements, and so forth. Third, to prepare the children for the author's visit, the teacher should familiarize the students with the author and his or her books by bringing the books into the classroom and sharing some biographical information about the author with the class. Fourth, since authors enjoy selling their works, arrangements should also be made with the school, parent group, or local reading council to purchase or sell the authors' books. Providing the author with media exposure and offering local groups an opportunity to meet with the author helps bring crowds and helps sell books. It is also a major enticement to the author. Finally, the teacher should make certain the author receives his or her fees promptly. Arrangements should be made for voucher signing and other similar formalities at the beginning of a visit. (HOD)

ED 246 476

CS 208 515

Overbeck, Lois Moe

Developing Self-Awareness about Writing Processes: The Perry Model and the Remedial Writer.

Pub Date—Mar 84

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Course Descriptions, Higher Education, Learning Processes, *Models, Remedial Instruction, Student Atti-

tudes, *Teaching Methods, *Writing Apprehension, *Writing Instruction, *Writing Processes

Identifiers—Basic Writing, Perry (William)

The William Perry model of learning is directly parallel to what has been learned about writing processes. He observed that the student is essentially a dualist who sees everything as right or wrong. This stance of absolute acceptance wavers when the student encounters varieties of or disagreements among truths, thus gradually evolving into the cognitive position of "relativism." Two correctives to this scheme help make its applicability to remedial writing more evident. The first is the suggestion that the Perry scheme also operates on a horizontal axis and that the process of inventing the self (or persona) in writing is constantly recursive. The other is the suggestion of the necessity of recursiveness to the learning process. Remedial students tend to be dualists about their writing skills, substituting self-consciousness for self-awareness. Central to the pedagogy of the author's remedial writing classes at Agnes Scott College is the students' shift from negative and dualistic notions about writing to a positive and relativistic awareness of writing processes. After writing spontaneously on what they perceive to be their writing problems, students complete a protocol analysis on previous writing experiences in order to set goals and objectives. They then learn writing strategies such as free writing, revision, and purpose and audience considerations. This self-awareness of writing processes creates a more positive attitude toward writing, and gives students a tool for learning and developing intellectual maturity in other areas. (HTH)

ED 246 477

CS 208 516

Spanjer, Allan Layne, B. H.

Influencing Teacher Attitudes toward Teaching Writing as a Process Approach.

Pub Date—[82]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Educational Research, Elementary Secondary Education, Higher Education, *Teacher Attitudes, *Teacher Workshops, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—National Writing Project

A study was conducted to test the impact of three summer writing workshops at one National Writing Project site on the participants' attitudes toward and approaches to teaching composition. Seventy-nine elementary school through college writing teachers who had participated in one of the three workshops were administered a pretest approximately one month prior to attending the workshop and a posttest on the final day of the workshop. The two parts of the test were based on descriptions of two hypothetical English teachers with differing philosophical positions about teaching composition. One teacher tended to emphasize the structure of discourse and its rhetorical characteristics, while the other tended to emphasize the process of composing. Subjects' scores were based on how closely their attitude and approach to teaching composition resembled those of one of the hypothetical teachers. Based on participant feedback, changes were incorporated into the workshops for the second and third summers. Variables in the analysis included workshop year, and pretest or posttest time. The results indicated that under certain conditions workshop participants did significantly and positively change their attitudes toward teaching writing as a process, and that the likelihood for change was increased by modifying the workshop methodology. (HTH)

ED 246 478

CS 208 518

Foot, Joe S. Weber, David J.

Network Evening News Visibility of Congressmen and Senators.

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Information Dissemination, Mass Media Effects, *News Reporting, *Politics, *Television Research

Identifiers—*Congress 97th, Media Role, *Television Access

A study examined the television network visibility of representatives and senators during the two-year

period of the 97th Congress (1981-82). Among other questions, the study sought to determine whether high visibility on network news was limited to an elite group of leaders and activists, and whether the Senate-to-House network coverage ratio was as high as previous studies had found. The 1981 "Congressional Directory" was used to find names of senators and representatives from the 97th Congress. The "Television News Index & Abstracts" of the Vanderbilt Television News Archive was studied to collect data on congressional television exposure. Twenty-four monthly totals for each representative and senator were combined into yearly totals. The results indicated that coverage for the average member of Congress was quite low. Less than 2% of the House and Senate members accounted for nearly one-third of the total network news coverage of members of Congress. While the coverage figures were low for most members, they were particularly low for representatives. The Senate Majority Leader and the Speaker of the House accounted for more than 12% of the coverage given to members of both houses. The National Broadcasting Company gave the greatest amount of congressional coverage over the two-year period. (HTH)

ED 246 479

CS 208 520

Jensen, Richard

Finding the Center: The Expressive Reading Journal in the College Classroom.

Pub Date—28 Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Prewriting, Reading Improvement, *Student Attitudes, Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Improvement, *Writing Instruction, Writing Readiness

Identifiers—*Journal Writing

The expressive reading journal aims to break through student passivity by asking students to write extensively and expressively about what they read, each time they read, and to make discoveries and take possession of what they read. This type of journal in the academic course depends for its usefulness on the nature of expressive language, the language that submits itself to the free flow of ideas and feelings and is relatively unstructured. It is important to teach students the mechanics of setting up a journal, but it is more important to provide them with an atmosphere that encourages their thinking and writing and that provides nonthreatening feedback. As students develop self-confidence, they can read more advanced materials—specifically, the texts they have to interpret for academic learning. As used in the reading journal, expressive language, because it is verbalizing consciousness, can transform objective, distant knowledge into personal knowledge. Whatever form it takes, the expressive reading journal demands from teachers a belief in the heuristic qualities of language; it demands that they help their students see themselves as people who can accomplish learning through writing. (CRH)

ED 246 480

CS 208 522

Larsen, Richard B.

Arguing for Computer-Based Composition Instruction.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Trends, Elementary Secondary Education, *Futures (of Society), Higher Education, *Microcomputers, Teaching (Occupation), *Teaching Methods, Technological Advancement, *Word Processing, *Writing Instruction

Identifiers—Text Editors

The English teaching profession must accept the fact that the new paradigm for composition involves microcomputers and word processors, and as such calls for a somewhat different set of skills on the part of both students and teachers. The "text editor" can lessen the effects of some physical and psychological constraints on students, allowing them to write more quickly and more closely to the language of

their thoughts. Further, virtually any exposure to computers helps students learn to live with and to earn a living in a post-industrial technological society. To some, however, it still seems somehow petty, even perverse, to let an electronic device based upon simple binary code determine the form and sometimes the content of complex interhuman communication. But the rest of the world will not wait for educational leaders to make pronouncements upon the worthiness of every mechanical and technological advance, and the majority of students will end up not at the heads of classrooms, but in business and industry. It is hard to find a professional journal without encountering at least a few good words about computer assisted instruction. On-screen writing is a convenience to students and a powerful draw into the composing and revising process, but less promising for drill-and-practice and tutorials. This advanced technology should not be attached to an old and worn pedagogy. The English teaching profession's strides into the world of microcomputers must be sure as well as swift. (HTH)

ED 246 481 CS 208 523

Enos, Theresa
Rhetorical Revival or Rhetorical Logomachy?
Pub Date—Mar 84

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Educational Trends, *English Curriculum, Higher Education, Persuasive Discourse, Professional Development, *Rhetoric, Social History, *Specialization, Standards, Textbook Selection, *Writing (Composition), *Writing Instruction

"Practical rhetoric" is a narrowing of classical rhetoric because it no longer shapes public opinion but is increasingly shaped by it, specifically by special interest groups formed around and geared to what a selected audience wants to hear. In the teaching of composition, this pluralism of rhetoric leads to fragmentation and specialization, and ultimately to a state of entropy, which in thermodynamics is the measure between heat and energy and the movement of both toward chaos or nothingness. English departments are moving toward nothingness because of their emphasis on literary studies. However, the trend is being in part reversed by new studies in rhetoric and composition. The danger is in the growing complexity of these studies and their fragmentation into specialized areas, including theory, practice, writing in two-year colleges, writing in four-year colleges, basic writing, technical writing, and computer writing, with specializations in each of these areas. One solution lies in having writing be the center of liberal studies and in moving it back to the public arena as a shaper of thought and the world. (CRH)

ED 246 482 CS 208 524

Duke, Charles R., Ed.
Writing Exercises from "Exercise Exchange." Volume II.

National Council of Teachers of English, Urbana, IL

Report No.—ISBN-0-8141-5908-7

Pub Date—84

Note—347p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59087, \$13.00 nonmember, \$10.00 member).

Pub Type—Guides - Classroom - Teacher (052) — Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Class Activities, Content Area Writing, *Creative Writing, Elementary Secondary Education, *Grammar, Higher Education, Integrated Activities, Literature Appreciation, Paragraph Composition, *Prewriting, Reader Response, Reading Instruction, *Revision (Written Composition), Sentence Structure, Writing Evaluation, *Writing Exercises, *Writing Instruction

Reflecting current practices in the teaching of writing, the exercises in this compilation were drawn from the journal "Exercise Exchange." The articles are arranged into six sections: sources for writing; prewriting; modes for writing; writing and reading; language, mechanics, and style; and revis-

ing, responding, and evaluating. Among the topics covered in the more than 75 exercises are the following: (1) using the Taro in the composition class; (2) writing for a real audience; (3) writing and career development; (4) teaching the thesis statement through description; (5) sense exploration and descriptive writing; (6) composition and adult students; (7) free writing; (8) in-class essays; (9) moving from prewriting into composing; (10) writing as thinking; (11) values clarification through writing; (12) persuasive writing; (13) the relationship of subject, writer, and audience; (14) business writing; (15) teaching the research paper; (16) writing in the content areas; (17) writing from literature; (18) responding to literature via inquiry; (19) precision in language usage; (20) grammar instruction; (21) topic sentences; (22) generating paragraphs; (23) writing style; (24) peer evaluation; and (25) writing-course final examinations. (FL)

ED 246 483 CS 208 525

Olson, Gary A., Ed.
Writing Centers: Theory and Administration.
National Council of Teachers of English, Urbana, IL

Report No.—ISBN-0-8141-5878-1

Pub Date—84

Note—253p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58781, \$12.00 member, \$15.00 nonmember).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Administrator Role, Cognitive Processes, Educational Theories, Higher Education, *Learning Laboratories, *Program Administration, Program Budgeting, Program Content, Program Development, Remedial Instruction, Student Needs, Teacher Role, *Tutoring, *Writing Improvement, *Writing Instruction

Identifiers—*Writing Centers
Prepared by writing center directors, the articles in this book examine the pedagogical theories of tutorial services and relate them to actual center practices. The 19 articles are arranged into three categories: writing center theory, writing center administration, and special concerns. Specific topics discussed in the articles include the following: (1) collaborative learning, (2) writing center research, (3) promoting cognitive development in the writing center, (4) writing centers in the two-year college, (5) developing a peer tutoring program, (6) the handbook as a supplement to a tutor training program, (7) reluctant students, (8) prewriting for the laboratory, (9) meeting the needs of foreign students, (10) tutoring business and technical students, (11) attitudes in writing center relationships, (12) financial responsibility, (13) form design and record management, and (14) undergraduate staffing in the center. A selected bibliography concludes the book. (FL)

ED 246 484 CS 208 527

Collins, John
Administering Writing Programs: A Workshop Leader's Handbook.

Network of Innovative Schools, Inc., Andover, Mass.; Northeast Regional Exchange, Inc., Chelmsford, MA.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-81-0034

Note—103p.

Available from—Northeast Regional Exchange, Inc., 34 Littleton Rd., Chelmsford, MA 01824 (\$7.00; 10 or more, \$6.00 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Administrator Role, Administrators, *Program Administration, *Program Content, Program Evaluation, Program Improvement, *Workshops, *Writing Instruction

Identifiers—*Writing Programs

This handbook describes a workshop designed to help administrative personnel improve school system writing programs. The handbook contains agendas for one-day and two-day workshops, and modules that provide (1) a case study of a writing program coordinator; (2) a discussion of the basic elements of a writing program, including program philosophy, skills to be taught, teaching methods

and materials, evaluation methods, and teacher training methods; (3) a rating scale to elicit opinions on a number of writing related issues; (4) a selected bibliography of readings for administrators; (5) a list of functions and activities for the program administrator; (6) explanations of analytic and holistic scoring, and writing samples to be scored by workshop participants; and (7) guidelines for assessing and restructuring writing programs. Additional resources contained in the handbook include suggestions for using the writing folder in the classroom, a writing program assessment instrument, a discussion of competency programs for basic skills improvement, and descriptions of the New Jersey Writing Project and an individualized language arts program. (FL)

ED 246 485 CS 208 532

Handbook for Assessing Composition.
Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[82]

Note—37p.; Product of the Oral and Written Communication Task Force; Developed by the staff of the McLane Elementary School, Olympia, Washington, School District. Bibliography may be marginally legible.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Evaluation Methods, *Holistic Evaluation, Peer Evaluation, Skill Analysis, Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Skills

Identifiers—La Dictée

The result of a workshop on the holistic scoring of compositions, this guide is intended to help elementary school teachers evaluate more thoroughly their students' writing. Following an introduction to the handbook's origins, the first section discusses elements of holistic scoring, including procedures for preparation, scoring, and interpreting the results. The second section discusses analytic scoring, including a dictation method and scoring instructions for each grade from second through sixth. A third section discusses peer editing, and the guide concludes with comments on other possible uses for the instruments and information it contains. (HTH)

ED 246 486 CS 208 533

Kahn, Elizabeth A. And Others

Writing about Literature.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—61p.; TRIP: Theory & Research into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58773, \$6.00 nonmember, \$5.00 member).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Design, Educational Research, *English Instruction, *Integrated Curriculum, Language Arts, *Literature Appreciation, *Reader Response, Secondary Education, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Research

Identifiers—*Theory Practice Relationship

Intended to help secondary school English teachers integrate literature study and composition instruction, this booklet explores the relationship between literature and composition and suggests ways of designing instruction so that students may write effectively about the literature they read. The first portion of the booklet discusses such components of research and theory as the assessment of student response to literature, the basics of literary interpretation, and principles of sequencing and activity design. The practice portion of the booklet presents instructional activity sequences for supporting an interpretation, explicating implied relationships, and analyzing authors' generalizations. (HTH)

ED 246 487 CS 504 554

Hample, Dale Dallinger, Judith M.

Argument-As-Procedure and "The Art of Controversy."

Pub Date—Feb 84

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), *Critical Thinking, *Discourse Analysis, *Logical Thinking, *Persuasive Discourse, *Philosophy, Rhetoric, Speech Communication

Identifiers—*Controversy, *Schopenhauer (Arthur)

Scholars have long been interested in the relation between rhetoric and dialectic. Recent theorists suggest that one way of viewing argument is through the perspective of argument-as-procedure, in which rules such as those attendant to the conduct of dialectic, debate, or discussion come under the purview of argumentation. This paper is a critical study of that idea, and uses Schopenhauer's little known essay "The Art of Controversy" as a text because of its realistic and slightly ironic approach to philosophical discussion. The body of the essay is several dozen strategies that Schopenhauer recommends to dialecticians, especially those who find themselves on the wrong end of an argument. In understanding "The Art of Controversy," more informed decisions can be made on several issues. Once the normal features of marketplace argumentation are accounted for, does anything distinctive still inhere in philosophical argument? Or, do the formal and informal rules of dialectic, debate and discussion restrain or change the nature of argument? These questions promote a return to the initial idea of argument-as-procedure. If procedure still seems attractive after Schopenhauer, it is possible to be confident of the perspective's value. (CRH)

ED 246 488 CS 504 577

Sanders, Robert E.
On Distinguishing Competence from Performance
In Studies of Human Communication.

Pub Date—Nov 83

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Communication (Thought Transfer), *Communication Research, *Communication Skills, *Linguistic Theory, Research Methodology, Speech Communication

Identifiers—Audience Response, *Theory Development

Given that overt linguistic behavior is not an adequate or primary datum for linguistic theory and that linguistic theory cannot directly account for overt linguistic behavior, human language can be seen as an abstract system that relates (graphic or phonetic) surface representations of sentences and underlying grammatical forms and semantic interpretations, not as a collection of behaviors or even a set of rules and conventions for producing and understanding such behaviors. Linguistic theory is about such abstract systems. However, given that speakers and hearers must know such a system to speak and understand the language at all, a linguistic theory is functionally an account of the competence to undertake linguistic behavior. The ability to work out messages that have goal-relevant constraining effects depends minimally on the following: (a) the accurate projection of the interpretive consequences of a contemplated message; (b) the accurate interpretation of messages by the audience, especially those indicative of their traits and dispositions, in order to predict their interpretations and responses; and (c) a cognitive distinction between intrinsically valued messages and instrumentally valued messages, and the subordination of the former to the latter when there is a conflict. (CRH)

ED 246 489 CS 504 578

Backlund, Phil
An Opinion on Communication Competence.

Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Interpersonal Competence, Language Attitudes, Language Processing, Persuasive Discourse, *Speech Commu-

nication, *Speech Instruction, Theories

Since the concept of "communication competence" is a relatively recent development in the field of speech communication, there is as yet no universal agreement as to its definition and constitution. However, it seems that the purpose of the study of communication competence is to inform classroom instruction. The efforts to define and understand the concept are directed to helping instructors understand and explain everyday speech communication in such a way that gives more control over its use, in order to teach their students to have more control over their communicative behavior. Some basic assumptions about this concept include the following: people's behavior appears to be made up of discrete components that can be referred to as skills, people show a wide range of these skills, people apply these skills to different situations with varying success, and people can get better at their communicative behavior. Some teachers' concerns include: describing levels of ability, discerning situations that form the basis for communicative behavior, defining success and failure in given situations, and being able to predict success in future behavior. (CRH)

ED 246 490 CS 504 579

Spitzberg, Brian H. Cupach, William R.
The Relational Competence Construct: Development and Research.

Pub Date—Nov 83

Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Skills, Interaction, *Interpersonal Communication, *Interpersonal Competence, *Models, Research Methodology, *Test Validity

Defining relational competence as the extent to which objectives functionally related to communication are perceived to be fulfilled through interaction appropriate to the interpersonal context, this paper offers a brief summary of a model of relational competence, along with its major definitional, conceptual, and measurement assumptions. In addition, the paper examines the main components of the model—motivation, knowledge, skills, context, and outcomes—and identifies potential operational candidates for each component for heuristic purposes. The paper concludes with a review of research that has been conducted in the measurement of relational competence and in the validation of the construct. (Author/FL)

ED 246 491 CS 504 580

Cegala, Donald J.
A Research Model for the Study of Interpersonal Communication Competence.

Pub Date—10 Nov 83

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Research, *Communication Skills, Interpersonal Communication, *Interpersonal Competence, *Models, Research Design, *Research Methodology, Research Needs

The purpose of this paper is to present a general research model for the study of interpersonal communication competence. The paper summarizes the research background for the model and covers considerations for a general theory of competence. It notes that recently the communication field has shifted in emphasis from concerns of public speaking competence to research and theory about competence in small groups, organizational settings, the family, and interpersonal settings. It explains that there is a lack of consensus about a general theory of competence, and therefore, little to guide researchers in selecting and evaluating dimensions of communicative competence. The paper finds that the literature consists of numerous proposed dimensions, but that few of these have undergone rigorous assessment and evaluation. In noting considerations for a general theory, it advocates combining knowledge of how to behave with actual performance in order to distinguish competence, and argues that competence also implies standards of appropriate-

ness and effectiveness. The paper then describes a study that used the model to collect data on interaction involvement, concluding that the model reveals the utility of pursuing such studies. (CRH)

ED 246 492 CS 504 581

Wiemann, John M. Bradac, James J.
Some Issues in the Study of Communicative Competence.

Pub Date—Nov 83

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Research, *Communication Skills, *Interpersonal Competence, Language Attitudes, Language Processing, Language Research, *Persuasive Discourse, *Research Methodology, *Research Needs, Speech Communication

Identifiers—Developmental Communication

To explain some of the problems and questions concerning the study of communicative competence, this paper discusses observations that motivate activity in the area and several issues generated by the observations, and suggests implications of the issues raised. The observations discussed first are that humans manage to get things done communicatively in ways that differ from those of other animals, and that some people are consistently effective communicatively, while others are consistently ineffective. The issues discussed are the difficulties in defining effective and ineffective communications and communicators, the role of intentionality, general and specific models, knowledge versus performance, and how to locate communicative competence. Several of the implications mentioned in the paper are the difficulties in measuring communicative competence in normal situations, the problems in making judgments regarding exactly what competent communication is, and the need to trace and devote time to questions of developmental communications. (CRH)

ED 246 493 CS 504 600

Brill, Betty Wright
The United Church of Christ: Defending Access to Broadcasting.

Freedom of Information Center, Columbia, Mo.
Report No.—FOI-491

Pub Date—Apr 84

Note—8p.

Available from—Freedom of Information Center, Box 858, Columbia, MO 65205 (1-24 copies, \$1.00 each).

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Broadcast Industry, *Civil Rights, *Commercial Television, *Federal Regulation, Government Role, Racial Discrimination, Radio, Religious Discrimination, *Religious Organizations, Telecommunications

Identifiers—Access Control, *Broadcast Licensing, Federal Communications Commission, *United Church of Christ

The 20-year conflict of the United Church of Christ (UCC) with the broadcast industry concerning discrimination is described in this report, which first details in part how UCC's challenge to the license renewal of station WLBT-TV in Jackson, Mississippi, established important legal precedents. It then describes UCC's groundbreaking work in investigating discriminatory hiring practices of broadcast stations, and reviews the reported reticence of the Federal Communications Commission (FCC) in taking decisive action to stop abuses. Other areas of relevance detailed in the report are the UCC's involvement in challenging the FCC's stance on deregulation of airwaves as public property, and the regulation of cable broadcasts. (CRH)

ED 246 494 CS 504 604

Davis, Ken
Skills and Challenges: Playgoing as "Flow" Experience.

Pub Date—20 Nov 83

Note—29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, Nov. 18-23, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acting, *Audiences, *Drama, *Interpretive Skills, *Production Techniques, *Skill De-

velopment, Speech Communication, *Theater Arts

The best art experience has often been characterized as a kind of balance between the familiar and the unfamiliar, the expected and the unexpected, the easy and the hard. Good directors and actors have the artistry to be able to play on the orientation reactions of the audience. They know how to structure a production or performance so that it alternately creates and reduces tension—surprising or confusing audience members, then allowing them to relax and reflect. The principle of flow occurs when a participant's skills are matched evenly to challenges; if skill exceeds challenge, boredom results. If challenge exceeds skill, anxiety results. The theatre experience presents challenges in the form of great quantities of sensory data. To meet these challenges, audience members bring skills of perception and, especially, organization. If these skills are unbalanced, they have the same effect on the theatre experience that they have on other activities; i.e., they produce boredom or anxiety. Ideal playgoers learn to overcome these undesirable results by symbolically restructuring the situation, either by narrowing their focus to avoid overload of sensory data and anxiety or by broadening their perspective and setting new problems for themselves to increase the challenge. (CRH)

ED 246 495 CS 504 612

Cornish, Roger N.

CETA/Arts/PLTC: A Lost Equation in Arts Funding.

Pub Date—[83]

Note—41p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Activities, Employment Programs, Federal Aid, *Federal Government, *Financial Support, Fine Arts, *Government Role, *Theater Arts

Identifiers—*Comprehensive Employment and Training Act

Noting that while the arts world has responded angrily to recent cuts in the budget of the National Endowment for the Arts, it has tended to ignore the total elimination of an even bigger funding source for the arts—the Comprehensive Employment and Training Act (CETA) program. To illustrate the importance of CETA to the arts, the paper first provides an overview of the role it has played in the arts from its inception in 1973, then provides a case study on one program—Philadelphia's People's Light and Theatre Company (PLTC)—which drew heavily on CETA support. After a brief discussion of the early years of the PLTC, the paper explains how it grew with the help of CETA funding and began to weaken when that funding was cut. The paper concludes that while a single case study cannot yield definitive conclusions about the impact of CETA arts funding, it might prompt further research into a phenomenon that might possibly have matched in scope the Federal Theatre project of the 1930s, and might also allow the formulation of hypotheses about the effects CETA support may have had on hundreds of other theatre organizations. (FL)

ED 246 496 CS 504 613

Todd, William R. And Others

A Review and Critical Analysis of the Literature Pertaining to the Diffusion of Educational Innovations.

Pub Date—Apr 75

Note—112p.; Paper presented at the Annual Meeting of the International Communication Association (25th, Chicago, IL, April 23-26, 1975).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communication Research, Criteria, Curriculum Enrichment, *Diffusion, (Communication), Educational Innovation, *Information Dissemination, *Models, Program Development, Program Improvement, *Teacher Education, Teacher Evaluation

Identifiers—*Florida Assessment Diffusion System, *Theory Practice Relationship

Prepared as part of a program to develop both a system to assess information needs of teacher education decision makers and impact strategies to increase the probability that teacher educators will make appropriate use of research and development findings and products, this document reports on the literature review that led to the initial construction and subsequent modification of the Florida Assessment/Diffusion System (FADS) model. Following an introduction that reviews the entire program and the development of the FADS model, the report provides the following: (1) a rationale for a review of literature relevant to the FADS model; (2) a description of the procedures used in the review; (3) a glossary of technical terms relevant to the FADS model; (4) a schematic of the model; (5) a detailed description of the five components of the model—initiation, verification, problem solving, diffusion, and evaluation; and (6) a discussion of the form and substance of the type of diffusion theory most effective in the diffusion of educational innovations. (FL)

ED 246 497 CS 504 616

Goldstein, Richard M. Nelson, Charles W.

Stand Up and Write: Completing the Freshman Communications Course.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Curriculum Development, Curriculum Enrichment, Dormitories, English Curriculum, Higher Education, *Integrated Activities, *Public Speaking, *Speech Curriculum, Speech Instruction, Student Projects, *Writing Instruction

Identifiers—*Freshman Composition

Members of the English and speech faculty at Michigan Technological University combined and coordinated their ideas to find a way to introduce the basics of oral communication into the composition course. The course itself is structured according to the quarter system, in which basic composition is taught in the first term, research methods and persuasive writing in the second, and theme papers in the third. Oral reports are placed in the fourth quarter. Each class was divided into six groups, each of which would investigate and report on print, film, radio, television, records, or advertising. Students outlined proposals and the form their reports would take, since a class-long oral report on the mass media was required. Among the activities students engaged in to prepare for their presentations were writing papers analyzing various aspects of media presentation, interviewing media specialists, engaging in self-criticism, and evaluating peers. Based on student response, the course seemed successful in aiding engineering students to express thoughts clearly and coherently in oral presentations and interviews and to think quickly in public situations, both of which are rapidly becoming important to technical graduates. (CRH)

ED 246 498 CS 504 619

Kelly, Jan Wallace

The Culture of High Technology: Is It "Female Friendly?"

Pub Date—[84]

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Communication Research, *Emerging Occupations, *Females, *Managerial Occupations, *Organizational Communication, Sociocultural Patterns, *Technology, Womens Studies

Identifiers—*High Technology

To better understand the complexity of organizational life as a cultural system whose members share particular values, attitudes, and ways of knowing, and to understand the role of women in this culture, a study was conducted using female managers at 12 high technology companies in California's "Silicon Valley." Informants were selected on the basis of accessibility with an aim toward including a cross section of employment areas, company size, age, and product or service. Other data were collected from observers of Silicon Valley, executive recruiters, and written sources. Findings indicated that the high technology industry has its own culture with corresponding values and attitudes. It is fast paced, action oriented, lucrative monetarily, and demanding of extreme time commitments. Youth and innovation were also found to be highly valued. Results suggest that high technology is more open to women because of the meritocracy, supply and demand ratio of talent, and the newness of the industry. Drawbacks discovered include the importance of a technical degree, the male bias in top management,

and burn out. (CRH)

ED 246 499

CS 504 621

Herbeck, Dale A.

The Nature and the Scope of Evaluative Criteria: An Argument for Nonintervention.

Pub Date—13 Apr 84

Note—14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competition, *Debate, *Educational Objectives, *Evaluation Criteria, Evaluation Methods, Higher Education, *Intervention, *Judges, Persuasive Discourse, Secondary Education

Supporters of a policy of intervention on the part of debate judges argue that nonintervention (1) reduces consensus on objectives of the activity, (2) limits theoretical innovation, (3) creates confusion, (4) inhibits "real world" skills, and (5) promotes irrational behavior. On the other hand, a policy of nonintervention can be justified on two grounds: intervention is counter to the educational ends that it seeks to promote, and intervention interferes with the competitive aspect of debate, which is fully as important as the educational goals. The distinction between the judge and the critic embodies the dual ends of debate. Representing the educational ends, the critic functions as an educator, concerned with the overall quality of debate, in relation to other debates. The judge, representing the competitive ends, determines which team has done the better job of debating. Taken together, these roles embody the judge's proper role. This duality requires the judge to moderate his or her involvement in adjudicating the debate, treating all participants in a fair and equitable manner. In the final analysis, the case for judge intervention fails because such intervention does not further the goals of debate. (HTH)

ED 246 500

CS 504 625

Metts, Sandra Bryan, Glynis

Politeness: A Conversationalist Indicator of Sex Roles.

Pub Date—Apr 84

Note—30p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Distinctive Features (Language), Females, Higher Education, Identification, *Interpersonal Communication, *Language Styles, Males, *Sex Role, *Social Behavior, Speech Communication, Undergraduate Students

Identifiers—*Conversation, *Politeness

Six casual conversations between university undergraduates were tape recorded and transcribed in an effort to describe the politeness practices of men and women during ordinary conversation. The first stage of analysis involved dividing the transcripts into utterances or units of speech actions. The second stage of analysis involved coding each utterance for politeness features. Findings indicated that the total frequency of politeness features for all speakers combined across the six conversations was 1,442 instances. In contrast to earlier studies, which found that females preferred positive politeness while males demonstrated no preference, the data from this study indicated that males used positive politeness over negative politeness in a ratio of 14 to 1 while females used it in a ratio of 8 to 1. The typical female politeness profile was seen as a collection of communicative behaviors whose function was oriented toward cooperative identity validation. Considerable conversational effort went into establishing, reinforcing, and sharing identities whose dimensions were simultaneously explored and confirmed. By contrast, the male speaker tended to claim common ground through verbal identity markers such as slang, dialect, and address forms. The typical male politeness profile was summarized as a set of communicative behaviors whose primary outcome was efficiency. (HOD)

ED 246 501

CS 504 631

Houser, William Evan

The Camp David Ceremony and the Genre of the Presidential Parasocial Broadcast Announcement.

Pub Date—24 Apr 81

Note—29p; Paper presented at the Annual Meeting of the Eastern Communication Association (72nd, Pittsburgh, PA, April 23-26, 1981).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, *Communication Skills, Comparative Analysis, Content Analysis, International Relations, News Reporting, Persuasive Discourse, *Programming (Broadcast), Radio, *Rhetoric, Rhetorical Criticism, *Telecommunications, Television

Identifiers—Begin (Menachem), *Camp David Peace Accords, Carter (Jimmy), *Presidential Messages, Sadat (Anwar)

In 1978, the historic Camp David Peace Accords between Egypt and Israel were signed in a ceremony broadcast from the White House. The ceremony may be seen as a member of a rhetorical genre informally called the Presidential Parasocial Broadcast Announcement, but with a new twist. The genre has its roots in the Fireside Chats of Franklin D. Roosevelt, and has continued and developed with the television addresses of Presidents Eisenhower, Johnson, Nixon, and Carter. The Camp David ceremony fits two major, self-defined conventions of the parasocial broadcast announcement in that it was an announcement of events, and it had the president, Jimmy Carter, as its focus. The remaining elements of the genre are drama, image building, and the parasocial relationship created by the broadcast media. The parasocial relationship involves people in what seems to be a face-to-face meeting even when they are not in direct contact, an illusion that stems from the speaking distance created via radio and television. The ceremony certainly had a dramatic element, as it was seen at the time as being the decisive point in the negotiations between Israel and Egypt to end their conflict. With regard to image building, Carter's key role in the agreements served to bolster significantly his tenuous image as an effective leader. The new twist in the genre is the participation of three people, and the appearance of someone other than the President, specifically Menachem Begin, as the best communicator. (HTH)

ED 246 502

CS 504 632

Finkel, Candida

Teaching Public Speaking Using Aristotle's "Rhetoric"

Pub Date—Apr 84

Note—14p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Curriculum Development, *Curriculum Enrichment, Higher Education, Persuasive Discourse, *Public Speaking, *Rhetoric, Rhetorical Criticism, *Speech Instruction, *Textbooks, Verbal Communication

Identifiers—Aristotle

Rather than relegating Aristotle's "Rhetoric" to history of rhetoric courses, where it is regarded with only an antiquarian interest, it can be used as a practical text for introductory public speaking courses. The advantages would be threefold: (1) its emphasis is essentially on rhetoric as a speaking art rather than an art of composition; (2) it explains the what, why, and how of persuasion rather than simply the how as contemporary technical manuals tend to do; and (3) it reinvests the teaching of public speaking with the seriousness accorded it in ancient, medieval, and renaissance universities, thus countering the attitude common among today's undergraduates that the public speaking course is an easy "A." Three translations of the work are currently in print, only one in paperback, that of Lane Cooper. The least expensive and most accurate translation is the Loeb edition from Harvard University Press, with the Greek appearing on the pages facing the English. Although the "Rhetoric" lacks the contemporary examples that are the selling point of many new texts, the teacher can successfully explain and defend the relevancy of the examples without allowing the Greek names to discourage the students. In addition, by pointing out that Aristotle's sureness is not rigidity but rather is the result of the purpose of his rhetoric, which is to appeal to a political group, teachers can make students aware of the transfer of values from text to contemporary life. Student evaluation of the course that used the "Rhetoric" has been positive. (CRH)

ED 246 503

CS 504 633

Sypher, Beverly Davenport Roberts, Rona

Developing Organizational Members' Communicative Abilities: A Rationale for Specific Methods

Pub Date—Apr 84

Note—24p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification, Behavior Theories, *Communication (Thought Transfer), Communication Apprehension, *Communication Skills, Education Work Relationship, Higher Education, Interpersonal Competence, On the Job Training, *Organizational Communication, *Organizational Development, *Organizations (Groups)

Because the skills needed for organizational effectiveness are typically communication based, many methods are available for communication trainers, including techniques originally designed to identify other cognitive and behavioral skills. The successful communication trainer can use these methods and measures, along with those directly aimed at improving communication abilities, to increase organizational participants' skills in perspective taking, self-monitoring, listening, and designing appropriate messages. Self-generated case studies and inventories are effective in organizations like juvenile court staffs, county government administration, insurance and manufacturing companies, and engineering firms, and are more effective with groups of members and longer-term training projects. Role playing and coaching can be used to develop listening and perception skills, and are more useful in shorter training programs, although the coaching method demands a longer investment of time and money. Because of a lack of evaluative methodology and because many programs are tailored to specific organizations, the effectiveness of each method is difficult to ascertain. (CRH)

ED 246 504

CS 504 634

Arnold, William E.

Instruction for the Year—2000.

Pub Date—Feb 84

Note—18p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Trends, *Futures (of Society), *Higher Education, School Role, *Speech Communication, *Speech Curriculum, Speech Instruction, Teacher Role, *Technological Advancement

Several features can be predicted for the future of higher education in general and for the field of communication in particular. The first is based on the impact of technology, described by Naisbitt as the restructuring from an industrial society to one based on the creation and distribution of information. If the media and the computer become the basis for information exchange, the role of the instructor will also change. Curriculum development should occur in three major areas: organizational communication, "communitotechnology," and communication ethics. On a broader scope, the debates over theory and skills and quantitative versus qualitative research will lessen as professionals in the field recognize that all these components are necessary. Courses in listening and in public speaking will increase, to balance the increase of technology. Colleges and universities may see an erosion of their educational role as alternative ways to gain access to information increase. As the future becomes more stressful, there may be more coursework in the area of crisis communication. Finally, the basics will prevail in education, but the underpinnings for these courses will change significantly. (HTH)

ED 246 505

CS 504 636

James, Anita Smilowitz, Michael

Organizational Communication Theory and Practice Courses in the Undergraduate Curriculum.

Pub Date—May 84

Note—25p; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Planning, Communication (Thought Transfer), *Course Content, Course Descriptions, *Curriculum Development, *Curriculum Enrichment, Education Work Relationship, Higher Education, *Organizational Communication, Practicums, Speech Instruction, *Teaching Methods

The philosophy, objectives, and assignments and projects of Ohio University's introductory course in organizational communication and its practicum in organizational communication are described in this paper. After presenting a brief overview of the undergraduate curriculum at the university and its relation to organizational communications, the paper discusses the philosophy and four representative objectives of the introductory course: (1) to establish a firm understanding of theories useful for explaining communication processes in the organizational context; (2) to specify the communication activities of organizations and provide an understanding of the expectations organizations may have for these activities; (3) to develop the capacity to apply theoretical explanations to organizational settings; and (4) to encourage students to criticize theories for their inadequacies, then develop their own alternative explanations. The remainder of the paper explains the philosophy and objectives of the senior practicum, which includes familiarizing students with organizational processes in a real organization, enabling students to assume organizational roles that mirror actual experience, providing students with the means to demonstrate the extent to which they understand organizational concepts, helping them progress in the application of the skills and knowledge learned in other courses, and providing the capstone experience in the organizational communication major's career. (CRH)

ED 246 506

CS 504 637

Kreps, Gary L.

Using the Case Study Method in Organizational Communication Classes: Developing Students' Insight, Knowledge, and Creativity.

Pub Date—May 84

Note—20p; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, Course Content, Critical Thinking, Educational Objectives, Higher Education, Instructional Materials, *Organizational Communication, *Problem Solving, *Speech Instruction, *Teaching Methods

The case study method, a technique for examining realistic organizational problems through systematic analysis, is a very useful tool in the organizational communication class. Case analysis involves the identification and examination of salient issues causing the problems that organizational members are experiencing, as well as the development of strategies for addressing those issues. The case method, which is particularly well suited for aiding students in learning about complex organizational phenomena, helps students both recognize the role of communication in effective organizational functioning and expand their knowledge of organizational research and theory, fostering their analytical insight into the nature of organizational processes. It also helps instructors to generate class discussion and to illustrate and clarify important organizational concepts. The most important prerequisite for case analysis is the instructor's ability to set a conducive atmosphere. The quality of case analysis is largely dependent on the quality of the case history presented. The case must be carefully selected or prepared to reflect course information and demonstrate important theories in organizational communication, to enable students to apply their knowledge to the analysis. (HTH)

ED 246 507

CS 504 638

Mass Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International" January through June 1984, (Vol. 44 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—84

Note—17p; Pages may marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Annotated Bibliographies, *Doctoral Dissertations, Feminism, Film Criticism, Films, Higher Education, Mass Media, *Media Research, *News Media, Newspapers, *News Reporting, Politics, Programming (Broadcast), Radio, Religion, Television Commercials, *Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 36 titles deal with a variety of topics, including the following: (1) content diversity in local television news; (2) advertising influences on consumers' use of evidence; (3) organized labor and the mass media; (4) feminist film theory and practice; (5) advertising slogan recall in the fast food industry; (6) the effects of televised political programs upon voter preferences; (7) "televangelism"; (8) learned helplessness in local television news; (9) television program preference, choice, and viewing behavior; (10) the electronic newspaper; (11) television usage among older adults; (12) children's programming in commercial television; (13) semiotic phenomenology and the film image; (14) the debates over radio use during the 1920s; (15) public radio and the community college; (16) individual and environmental determinants of television viewing behavior; (17) the purposes, strategies, and development of political advertising; (18) patterns of television viewing in the United States; (19) the image of the black family and the white family in American prime time television programming from 1970 to 1980; (20) the effects of two health information campaigns of the complexity of cognitive structure; and (21) predictable patterns of network news coverage of the President of the United States. (HOD)

ED 246 508 CS 504 640
Shockley-Zalabak, Pamela S.

An Examination of Current Conflict Management Training Practices in 10 Large American Organizations.

Pub Date—May 84

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Research, Conflict, *Conflict Resolution, *Employer Employee Relationship, Industrial Training, *Management Development, *Organizational Communication, Program Descriptions, Speech Communication, *Training Methods, Work Environment

To describe the conflict management training practices in 10 large American organizations, a study gathered descriptive data through interviews with organizational personnel responsible for training and development, a review of written materials where available, and observations of the delivery of conflict management training programs. The findings indicated that although varying in size, organizational functions, program design, and employee audiences, the 10 organizations considered conflict management training to be of considerable importance for their respective employees. Professional level employees participated in diverse and complex discussions of concepts and causes of conflict and potential analytical processes with somewhat lesser attention given to management strategies and tactics. Training for supervisors, on the other hand, primarily addressed individual differences and behavior orientations, strategies, and tactics. Behavior strategies of forcing, smoothing, withdrawal, compromise, and confrontation were commonly presented as management strategies. However, much less specific were presentations of accompanying communicative tactics to enable these orientations and strategies. (The report includes five tables that group data according to participant criteria, program development and delivery, concepts and causes, analytical processes for understanding conflict, and conflict management strategies and tactics.) (HOD)

ED 246 509 CS 504 641
Forensic Journal, Volume VI, January 1984.

Japan English Forensics Association, Tokyo.

Pub Date—Jan 84

Note—92p.

Journal Cit—Forensic Journal; v6 Jan 1984

Pub Type—Speeches/Meeting Papers (150) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competition, *Debate, *Discussion,

*Drama, English (Second Language), Foreign Countries, Higher Education, *Persuasive Discourse, Problem Solving, *Public Speaking, *Speech Communication, Speech Skills

Identifiers—*Japan English Forensics Association
While covering various English language forensics activities in Japan, this special journal issue is heavily devoted to debate. The 22 articles in the journal are divided into five sections as follows: (1) general information on the Japan English Forensics Association (JEFA); (2) debate, including reports on debate tournaments around the world, a survey of debating activities in Japanese universities, debating practices in England and in America, and an analysis of a debate segment (the "Imperial Tombs" Case); (3) discussion strategies; (4) drama (the JEFA Drama Script Library); and (5) public speaking, including an article on effective public speaking, materials for judging an extemporaneous speech contest, and transcripts of English language speeches by Japanese university students (HTH)

ED 246 510 CS 504 643

Dorr, Aimee And Others
Televised Television Literacy.

Pub Date—Oct 83

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984). The evaluation reported in this paper was supported by a grant from NBC.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Broadcast Industry, *Childhood Attitudes, Elementary Education, Mass Media Effects, *Programming (Broadcast), Recall (Psychology), *Television Research, *Television Viewing, *Visual Literacy

Ninety-four children, aged 5 to 12 years, were subjects of a study of recall of television literacy messages (drop-ins). The 30-second "How To Watch TV" (HTWTV) segments were designed for broadcast on Saturday mornings by the National Broadcasting Company (NBC) to convey to children some information and values about television (e.g., animals do not really die in television filming). On the first two days of the study, children viewed two different episodes of a half-hour prosocial children's program, with two different HTWTV "drop-ins." On the third day, they viewed a different program, with no drop-ins. Questionnaires and interviews were completed on the fourth day, when no viewing occurred, and on the fifth day, immediately after viewing a final episode of the first program, with another drop-in. The results indicated that the HTWTV drop-ins were clearly a positive contribution to children's television viewing experience. Slightly more than 80% of the children tested were aware of having seen one or more drop-ins, and nearly two-thirds of those were able to recall correct information from a drop-in and to recognize from among three alternatives a summary of the main point. Results suggest that the television industry itself can develop and distribute television literacy materials. (Tables of findings are appended.) (HTH)

ED 246 511 CS 504 644

Calvert, Sandra L. And Others

Improving TV Program Comprehensibility: Developmental Effects of Visual and Verbal Production Features.

Pub Date—May 84

Note—36p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advance Organizers, Age Differences, *Attention, *Comprehension, Elementary Education, *Learning Processes, Learning Strategies, Recall (Psychology), Retention (Psychology), *Television Research, *Television Viewing, *Visual Learning

Preplays (critical material presented before a televised program) were inserted before three sections of a televised story to determine if they would improve children's attention and comprehension by providing overall plot structure for selecting and integrating important story events. The preplays varied on two orthogonal dimensions: presence or absence of visual events and concrete or inferential story narrative. In same-sex pairs, 160 first through fourth grade students saw an animated television

story with or without preplays. A control group saw no preplays. Each child's visual attention to the television screen was recorded continuously. After viewing, the children ordered four pictures and then answered multiple choice questions assessing recognition of implicit, central-concrete, and incidental content. Results indicated that preplays facilitated attention, which, in turn, predicted comprehension of visually presented information. Older children attended longer to inferential preplays and performed better on the implicit comprehension task, while younger children attended longer to concrete preplays. The inferential narration was effective as an aid to comprehension, but only when it was within a child's range of comprehensibility. Findings suggest that television producers can use preplays to improve comprehension, but effectiveness reflects the match between a child's cognitive level and the information processing demands of the presentation. (Author/FL)

ED 246 512 CS 504 645

Fest, Thorrel B.

The International Consultant: Substance and Culture.

Pub Date—Feb 84

Note—8p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984). Appears in "Saudi Business," May 28, 1984, under the title "Cross-Cultural Knowledge: A Necessity for International Consultants."

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consultants, Counselor Client Relationship, Counselor Qualifications, *Cultural Awareness, Cultural Exchange, *Intercultural Communication, Training Methods
Identifiers—*Cross Cultural Counseling, *Development Communication

To function effectively in crosscultural settings, international consultants, development specialists, and trainers should be prepared to examine objectively a number of personal qualities. Problems arise in crosscultural relationships when either the client or the consultant fails to identify objectives, fails to accommodate different views of freedom of choice, proposes or expects too rapid change, fails to recognize errors, attempts to "go native," or adopts a "missionary" attitude. Consultants should consider the following guidelines for crosscultural relationships: (1) foster trust, communication, and cooperation with the client; (2) recognize the nature and limits of expertise; (3) be aware of personal motivations and biases; (4) be well-grounded in theory, but recognize that it must be translated into application and action; (5) have a thorough knowledge of one's own culture; (6) be well-grounded in cross cultural knowledge and sensitivity, not just the language; (7) accept different values, customs, and practices, and be able to work within such contexts; (8) be able to deal with ambiguity, frustration, and even rejection or failure; (9) attempt to reach and experience the operational levels of the client organization; and (10) understand that the product is intangible, and evaluation of effects may be difficult or delayed. (HTH)

ED 246 513 CS 504 646

Beebe, Steven A. Biggers, Thompson

The Status of the Basic Course in Intercultural Communication at U. S. Colleges and Universities.

Pub Date—May 84

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Course Content, Course Descriptions, Educational Research, Higher Education, *Intercultural Communication, *Introductory Courses, *Speech Curriculum, *Speech Instruction, Teacher Qualifications, Teaching Methods

One hundred thirty-eight college communication departments responded to a survey to assess the status of intercultural communication instruction. The questionnaire was designed to identify the demographic characteristics of institutions that offer introductory courses in intercultural communication, the type of students taking such courses, class assignments, teaching and evaluation methods, and teacher qualifications. The results indicated that the

basic intercultural communication course was most likely to be offered at a very small or very large university, with a low minority enrollment. In total, 17.8% of the departments offered at least one course they described as intercultural communication. The course was primarily offered at the junior level, with no prerequisites. Most instructors give at least two examinations during the course and require a term paper and an oral report. The most commonly used teaching method was the lecture, followed by small group participation. Most of the instructors held professional rank and had taught the course less than five semesters. Cultural differences, and their effect on communication, was ranked as the most important course topic. The number of institutions offering such courses has rapidly increased during the last six years, suggesting that intercultural communication may be an important feature of upper-level undergraduate coursework in the future. (HTH)

ED 246 514 CS 504 647

Ridge, Alice

Assessing Listening Skills.

Pub Date—July 84

Note—13p.; Paper presented at the Annual Meeting of the International Listening Association (St. Paul, MN, July 12-13, 1984).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Federal Legislation, Listening, *Listening Comprehension Tests, *Listening Skills, *Measurement Techniques, *Speech Communication, State Curriculum Guides, *Teacher Role

Teachers confronted with the task of teaching or assessing listening skills should realize that competence in listening is acquired by knowing and doing and is evidenced by appropriate feedback or response. Various state curriculum and assessment projects have identified and grouped competencies in listening according to function, such as sensing, interpreting, evaluating, and responding to the message. The lack of a conclusive definition of listening contributes to the difficulty in measuring listening skills. Nevertheless, standardized listening tests may serve a useful purpose in locating a strength or weakness in a student's listening. Context-generated paper and pencil tests can be used to ask questions about a discussion, rather than about a reading assignment. Other ideas for assessment include the evaluation of student journals, class notes, inference activities, vocabulary improvement, and logical thinking. Aside from written proof of active listening, a teacher can also make observations about student listening during class discussions about content material, perhaps keeping a check list concerning specific skills. Listening behavior can be observed, too, in the school environment outside of class. The measure for assessment may be varied, but there are many context-oriented opportunities for the classroom teacher to use to assess listening among students. (HOD)

ED 246 515 CS 504 648

Hughey, Jim D.

Communication Responsiveness and Predictive Accuracy: Confirmations, Surprises, and Speculations.

Pub Date—May 84

Note—38p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, College Students, *Communication Research, Higher Education, *Interpersonal Communication, *Predictive Validity, *Predictor Variables, Responses

Four studies were conducted to investigate the relationship between communication and predictive accuracy. Subjects, students enrolled in various college speech and communication classes, completed the Allport-Vernon-Lindzey Study of Values, first in terms of their own values and then in terms of how they believed a specified target would respond. They also responded to the Conversation Self Report Inventory, which measures communication responsiveness and allows for the classification of communication patterns along mastery, flexible, and neutral lines. In each study, subjects were placed into dyads and given one class session to get to know each other before completing the measures.

Results indicated that (1) a communication encounter had a significant impact on predictive accuracy, (2) no single pattern of communication guaranteed success or failure in prediction making, (3) the same patterns of communication had differential effects on the prediction of similarities and differences for female and male predictors, (4) neutral rather than more responsive members of dyads were better predictors in newly formed dyads, and (5) communication responsiveness was positively related to communication satisfaction but inversely related to predictive accuracy. (FL)

ED 246 516 CS 504 649

Rybacki, Karyn Charles Rybacki, Donald Jay
Visions of Apocalypse: A Rhetorical Analysis of "The Day After."

Pub Date—May 84

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Audiences, Autocriticism, Film Criticism, *Films, *Mass Media Effects, *Popular Culture, *Programming (Broadcast), *Rhetorical Criticism, *Television Research, Television Surveys

Identifiers—"Day After" (The)

To examine the rhetorical vision of nuclear war presented in the television show "The Day After," it is necessary to consider (1) the motives of those involved in producing the film, (2) the debate over the film that preceded its presentation, (3) the effect of the film's message, and (4) how the film's rhetorical structure contributed to those consequences. An examination of public statements made by network executives and others connected with the production of the film reveals a number of motives for airing it. These include ABC's desire to boost its ratings during a critical period and the wish to provide a national dialogue. Critics viewed the film as a free advertisement for a nuclear arms freeze, and faulted it—despite the debate and warnings preceding its showing—for its cursory treatment of reality and as a drama in which the viewer's only motive for watching was to wait for the bombs to drop. Surveys of viewers revealed that the film changed few opinions about nuclear war, as the percentage of viewers who thought that nuclear war between the United States and the Soviet Union was not likely rose slightly, as did the percentage of those who thought the United States was doing all it could to prevent war. Finally, an analysis of the emblematic structure of the film, in which the rhetor (the film) makes maximum use of what the audience already knows or believes, reveals that the film was so open-ended it allowed viewers to regard the film as pro- or anti-nuclear freeze, depending on their personal frame of reference. The lack of drama in which agents are included was also determined to contribute to the film's distortion of reality. (CRH)

ED 246 517 CS 504 650

Putnam, Linda L. Geist, Patricia

Argument in Bargaining: An Analysis of the Reasoning Process.

Pub Date—May 84

Note—36p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Collective Bargaining, *Communication Research, Conflict Resolution, *Decision Making, Labor Relations, *Language Usage, Organizational Communication, *Persuasive Discourse, *Teacher Administrator Relationship

A study examined the way argumentation in collective bargaining shapes outcomes. Specifically, it explored the types of claims and reasoning processes that characterize bargaining interaction on different subissues of a proposal and tracked the development of arguments through sequential sessions and caucus meetings by examining similarities and differences in the reasoning process of subissues that were dropped, modified, or retained in the final agreement. Data were collected through extensive observations of bargaining and caucus sessions that occurred during negotiations between a school board and teachers' union, and from interviews, questionnaires, and document analysis. Although the reasoning process differed across subissues, some general conclusions emerging from the study

were as follows: (1) the most prevalent types of claim used in bargaining were evaluative and definitive; (2) both sides employed reasoning from analogy, cause, and hypothetical example more frequently than they did other types of reasoning; (3) the reasoning process appeared more complete with the use of evaluative claims than with definitive, factual, and policy ones; and (4) proposals and subissues changed, not through adding more information, but through shifting types and adding qualifiers. (FL)

ED 246 518 CS 504 651

Geist, Patricia

Bargaining Simulation Unit: An Instructional Tool for the Organizational Communication Course.

Pub Date—May 84

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Collective Bargaining, Course Descriptions, Employer Employee Relationship, Higher Education, *Organizational Communication, *Simulation, Speech Instruction, *Teaching Methods

The bargaining simulation unit is a useful educational tool in the introductory organizational communication course. It provides students with the opportunity to apply concepts such as communication, authority, and decision making already taught in the course, and teaches responsibility in analyzing, enacting, and discussing the bargaining case. The bargaining unit is designed as a four-to-five-class period unit and includes six procedures. Students first read and discuss a chapter on negotiating groups. They then read the bargaining case, and choose, from a list of eight, three best options for handling the case. Based on their choices, students are then divided into the labor or management group. The two groups then participate in preliminary caucuses to arrive at one option as a whole. Next, the two groups present and negotiate their positions in a bargaining session. Students discuss the bargaining experience during a debriefing class period. In a final paper assignment, students broaden their understanding of the organizational concepts previously studied, and they describe and integrate their theoretical knowledge with their practical experiences. (Criteria and options for the written assignment, as well as a bargaining scenario are included.) (HTH)

ED 246 519 CS 504 660

Meiss, Guy T. Bates, Gary W.

Cognitive and Attitudinal Effects of Reasoning Message Strategies.

Pub Date—May 84

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Cognitive Processes, College Students, *Critical Thinking, *Educational Research, Higher Education, Language Processing, Language Usage, *Learning Strategies, *Student Attitudes, *Study Guides, Study Skills

A study assessed the effect of the use of reasoning message strategies on (1) a generally accepted goal of instruction (critical thinking) and (2) the affective behavior of students (attitudes toward the instruction). Subjects, 68 college students enrolled in journalism/mass communication classes, participated in one of three treatment groups that used either declarative sentence, question, or outline reasoning guides developed specifically for use with their textbooks. The students were trained in the use of the guides, which they used throughout a 15-week semester. In addition, they were pretested and posttested on a critical thinking measure and an attitude survey. Mean grade point averages were also collected. Results indicated that in the cognitive domain, the sentence and question guides were effective in developing critical thinking skills in the journalism/mass communication content areas. In the affective domain, the data indicated no significant attitude difference among the groups. There was, in fact, a significant positive correlation across the treatments toward the guides, the classroom atmosphere, and the teaching approach. Together the

findings suggest that receiver-centered strategies based on the discovery theory of learning—one that encourages participation, self-awareness, and informed guessing—foster a positive relationship between growth in cognition and affective behavior. (FL)

EA

ED 246 520 EA 016 885

Klausmeier, Herbert J. Daresh, John C.
Secondary School Improvement Manual for Wisconsin Program for the Renewal and Improvement of Secondary Education.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83
Grant—NIE-G-81-0009

Note—208p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Educational Improvement, Educational Objectives, *Educational Strategies, *Improvement Programs, Individualized Instruction, Individual Needs, *Instructional Improvement, *Organizational Development, Organizational Objectives, *Secondary Schools, Staff Development.

Identifiers—*Wisconsin Prog for Renewal and Improv Sec Educ

This manual was written for the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISPE) to help schools develop their own capability for systematically improving their educative processes from year to year, using existing resources. The program, which has been tested and found effective, indicates general procedures, rather than prescribing programs and goals, and puts an emphasis on the individual student and on improvement at the local school level. The program's design incorporates three improvement strategies—individual instruction programming, individual education programming, and goal setting—and school organizational arrangements to aid in their implementation. After an introduction and overview, chapters 2-12 are devoted to components of the program, with each chapter containing a brief rationale; preplanning activities; a prototype plan; and a synopsis of WRISPE filmstrips, audiocassettes, and a textbook correlated with this manual. These chapters are: "Educational Programming for the Individual Student," "Instructional Programming for the Individual Student," "Curricular Arrangements," "Career Education and Experiential Learning," "Student Decision Making Arrangements," "Evaluation and Improvement Strategies," "Administrative Arrangements and Processes," "Organizing for Instruction" and "Advising," "Teacher-Advisor Programs," "Home-School-Community Relations," and "Support Arrangements." Chapter 13 discusses methods of evaluative research and development. Appendixes list design objectives and outline simulations. (DCS)

ED 246 521 EA 016 907

Pliska, Valena White

The Condition of Education. A Statistical Report. 1984 Edition.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-401

Pub Date—84

Note—231p.; For 1983 edition, see ED 233 476.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00200-1; \$7.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Admission Criteria, Adult Education, Computers, Dropout Rate, Elementary Secondary Education, *Enrollment, *Enrollment Trends, Expenditure per Student, Federal Aid, Foreign Students, Graduation Requirements, Higher Education, Language Proficiency, Mathematics Achievement, Minority Groups, Preschool Education, *School Statistics, Science Curriculum, Special Education, State Standards, Tables (Data), Teacher Salaries, Teacher Supply and Demand, Tuition, Vocational Education

Describing conditions in education, this report fo-

cuses on trends at the elementary/secondary and higher education levels, current data on special programs and populations, and data illuminating current national concerns. Chapters 1 and 2 present data from a broad national perspective on trends in enrollment, resources and finances, and graduate performance and degrees. Central to both chapters is the enrollment decline and the changing composition of the student body. Chapter 3 describes participation in vocational coursework at the secondary and postsecondary education levels and shows the diversity among vocational education participants. Chapter 4 focuses on educationally disadvantaged adults. The number of adults with substandard educational levels is identified, and the relationship between low educational attainment, poverty, and race/ethnicity is explored. Addressing current issues in secondary education, chapter 5 describes high school dropout rates, reasons for leaving school before graduation, postsecondary plans of high school seniors, and the rate at which high school graduates took selected academic courses. Each chapter presents tables and charts of the data along with a narrative interpretation. The report provides an explanation of data sources, definitions of selected terms, and a cumulative index to the report from the 1981 through the present edition. (MD)

ED 246 522 EA 016 944

State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts. Reprint.

Texas Education Agency, Austin.

Pub Date—May 84

Note—265p.

Available from—Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accreditation (Institutions), Boards of Education, Course Content, Course Descriptions, *Curriculum, Curriculum Design, Curriculum Development, *Elementary School Curriculum, Elementary Secondary Education, *Secondary School Curriculum, *State Curriculum Guides, *State Legislation, *State Standards

Identifiers—Texas
Curriculum rules for the state of Texas, grades K-12, were mandated by the 67th Texas legislature (legal reference: Texas Education Code Par. 21.101; 19 Texas Administrative Code 75 (Curriculum)). The rules are organized under seven headings: (A) general provisions; (B) essential elements, grades K-6; (C) essential elements and list of approved courses, grades 7-8; (D) essential elements and list of approved courses, grades 9-12; (E) well-balanced curriculum; (F) graduation requirements; and (G) other provisions. (MD)

ED 246 523 EA 016 948

George, Paul S.

Theory Z School: Beyond Effectiveness.

National Middle School Association, Columbus, OH.

Pub Date—83

Note—113p.

Available from—Publications Sales, National Middle School Association, P.O. Box 14882, Columbus, OH 43214 (\$5.95; quantity discounts).

Pub Type—Books (010)—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Organization, Classroom Techniques, Curriculum Development, *Educational Change, Educational Environment, Educational Strategies, Elementary Secondary Education, Foreign Countries, Goal Orientation, Industry, Instructional Development, Leadership, Mastery Learning, *Models, *Organizational Development, Organizational Objectives, Participative Decision Making, *Productivity, Reference Groups, Relevance (Education), School Community Relationship, *School Effectiveness, Student Teacher Relationship

Identifiers—Japan, *Theory Z

American schools might improve their performance by emulating certain successful businesses that, while distinctly American, have much in common with Japanese corporations. William Ouchi attributes Japanese business success to worker involvement; the typical Japanese corporation, he asserts, unifies its employees around a corporate philosophy transmitted through a corporate culture.

Most American businesses, by contrast, are plagued with instability, as workers seek career growth at the expense of the company. American "Type Z" corporations, however, have attained prosperity and stability because, like Japanese corporations, they are people-centered and purposeful organizations. Meanwhile, despite growing criticism of American education, school effectiveness research has found examples of highly successful schools. The "Type Z" school is a new model that draws on both these analyses. The characteristics of such a school include: (1) a clear philosophy stressing excellence, equity, and enrichment in an optimistic environment; (2) a curriculum reflecting community goals and values; (3) classroom practices congruent with the school philosophy; (4) a sense of community among and between teachers and students; and (5) a strong principal providing symbolic leadership, instructional leadership, and group facilitation. (MCG)

ED 246 524 EA 016 958

Hubert, John A. And Others

The Relationship of Teacher Stress to Organizational and Role-Related Stressors.

Pub Date—Apr 84

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Environment, High Schools, Need Gratification, *Organizational Climate, Path Analysis, Statistical Analysis, *Stress Variables, *Teacher Burnout, Teacher Motivation, Teacher Role

By using a path analytic model, this study seeks to determine the relationship of school organizational stressors to teacher stress in public high schools. The model included three stress variables (emotional exhaustion, depersonalization, and degree of personal accomplishment), seven organizational health characteristics, a motivational variable, and three variables for statistical control. Surveying 786 teachers from a group of 50 Connecticut high schools, researchers asked about job characteristics, organizational climate, and job-related feelings. It was found that variation in stress from school to school was strongly related to selected organizational health variables but that stress does not vary much among schools. Need satisfaction proved valuable in explaining how organizational variables related to stress. It was also found that organizational health may account more for differences in stress within schools than for those between schools. (JW)

ED 246 525 EA 016 959

Pierson, Dorothy Archambault, Francis

Predicting and Comparing Role Stress and Burnout for Supportive Service Groups and Classroom Teachers.

Pub Date—84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Burnout, Elementary Secondary Education, Job Satisfaction, Negative Attitudes, *Professional Personnel, Psychological Patterns, Reading Teachers, Role Conflict, School Counselors, School Psychologists, School Social Workers, *Stress Variables, Teachers

Using a survey of 1,656 Connecticut public school employees, this study compared burnout and stress variables for five groups: classroom teachers, school social workers, school psychologists, guidance counselors, and reading specialists. Questionnaires included a burnout inventory, role-behavior survey, and request for demographic information. Major variables were limited to three measures of burnout (emotional exhaustion, depersonalization, and personal accomplishment), two measures of role stress (role conflict and role ambiguity), and group membership. Generally, classroom teachers were found to exhibit the highest levels of burnout; other groups varied in their rankings on the variables studied. School psychologists and guidance counselors, the study showed, reported the highest levels of role stress; classroom teachers reported the lowest level of role stress. Overall, group membership was found to be a good predictor of role conflicts and burnout, but not of role ambiguity. Moreover, role conflicts and ambiguity were determined to be major predictors of emotional exhaustion. (JW)

ED 246 526 EA 016 960

Leithwood, K. A. Montgomery, D. J.
Patterns of Growth in Principal Effectiveness.
Pub Date—Apr 84

Note—71p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Role, Elementary Secondary Education, *Leadership Qualities, Leadership Styles, *Principals, *School Effectiveness, School Supervision, Supervisory Methods

Because leadership theories and recent research into principals' roles have only limited validity, practical utility, and comprehensiveness, this study undertakes a description of effective principals' behaviors and a coherent explanation of them. Long-term goals, factors affecting student learning, strategies for goal achievement, and structures of decision-making were identified as the central areas of principal effectiveness. Starting with the profiles of the ideal principal developed by two groups of school-based practitioners, researchers modified the resulting profiles through interviews with 90 principals, producing a four-stage growth profile of effectiveness. Within each of the four areas of principal effectiveness (goals, factors, strategies, and decision making), researchers found four descending orders of roles, the highest being systematic problem-solving, followed by program management, humanism, and administration. (JW)

ED 246 527 EA 016 976

Reed, Donald B.
The Work of the Secondary Vice Principals: A Field Study.

Pub Date—Apr 84

Note—43p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Problems, *Administrator Responsibility, *Administrator Role, *Assistant Principals, Behavior Standards, *Discipline, *Field Studies, High Schools, Observation, Problem Solving, *Research Methodology, Tables (Data)
Identifiers—California

A formally conducted field study was used to investigate the work of vice-principals of eight large Southern California high schools and the relationship of their work to the school as an organization. Most of the vice-principals studied deal with student discipline, but four have important discipline responsibilities, which they exercise by patrolling their campuses and using personal presence and different images—"father confessor," for instance. Data analysis was based on the idea that schools provide two categories of activities—student transformation (normally teachers' responsibility) and organizational stability (administrators' responsibility). Organizational stability is established in curriculum and extracurriculum areas, the first of which is manifested in the schools' master schedules and the second in their activity calendars—collectively called school rules. Further, organizational stability is maintained by monitoring through direct observation and referral systems, supporting activities that reinforce proper student conduct, and remedial activities through discipline disrupting situations. Vice-principals generally find sanctions only moderately effective. Consequently, they primarily employ their own personal presence to remedy misconduct—a six-step process involving interaction rituals. The study includes a bibliography. (KS)

ED 246 528 EA 016 978

Kimbrough, Jackie Hill, Paul T.
Problems of Implementing Multiple Categorical Education Programs.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-8330-0515-4; RAND/R-2957-ED

Pub Date—Sep 83

Contract—300-79-0522

Note—51p; For a related study, see ED 210 785. Available from—Publications Sales, Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (Order No. RAND/R-2957-ED; \$4.00; California residents add 6.5 percent sales tax).

nia residents add 6.5 percent sales tax).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Block Grants, *Categorical Aid, Class Organization, Classroom Environment, Disadvantaged Youth, Elementary Secondary Education, *Equalization Aid, Federal Aid, *Federal Programs, Federal Regulation, Government School Relationship, *Organizational Effectiveness, *Program Implementation, Public Schools, *Resource Allocation

Identifiers—*Cross Subsidy (Programs), *Interference Effects

When federally funded categorical programs for educational equity converge at the school level, difficulties such as resource competition tend to arise. This study addresses interference (categorical and core local program conflicts) and cross-subsidy (categorical fund misuse) problems at district, school, and classroom levels in terms of pervasiveness and intensity. Telephone interviews in 48 school districts, and site interviews in 10 of those districts obtained demographic, financial, and operational, as well as interference and cross-subsidy data. Findings reveal that all districts experience both problems, not only in the face of multiple categorical requirements, but also when schools administer programs imposed by another government agency. At fault are federal program structuring and local administrative habit, both of which encourage separation of categorical and core programs, thus adversely affecting services to disadvantaged children. Solution recommendations include not assigning to separate categories students who can be assigned to regular classrooms. An appendix of success stories and references follow. (KS)

ED 246 529 EA 016 979

Avis, Joan P. Bigelow, Elizabeth D.
Improving the Human Environment of Schools: Facilitation.

California State Dept. of Education, Sacramento.

Pub Date—84

Note—105p; For a related document, see ED 180 076.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$5.50; California residents add sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Communication Skills, Conflict Resolution, Divergent Thinking, *Educational Environment, Elementary Secondary Education, Goal Orientation, Group Dynamics, *Group Guidance, Models, *Participative Decision Making, *Problem Solving, Record-keeping

Identifiers—Consensus, *Facilitators

This training guide and reference manual helps educational leaders learn to be facilitators in the program called "Improving the Human Environment of Schools" (IHES), a participative problem-solving method designed to improve a school's "quality of life." An introductory chapter reviews the history of IHES and outlines IHES facilitator training. Chapters 2 through 6 follow the 3-day IHES training program. Chapter 2 presents the building blocks of IHES facilitation, including a review of basic communication skills and the advanced skills of managing conflict and anger. Chapter 3 describes the components of IHES facilitation and the process of facilitating IHES group meetings. Chapter 4 outlines the principles and techniques of problem solving in small groups. Chapter 5 discusses background material on small-group processes and strategies for maintaining an IHES group as a fully functioning entity in the school. Chapter 6 provides information on advanced IHES facilitation methods and suggestions for improving skills. Next, the appendix describes how an IHES group is established. Finally, the authors present a list of references on small-group processes, conflict management, communication, and facilitation. (Author/MCG)

ED 246 530 EA 016 981

Encarnation, Dennis J. Richards, Craig E.

Social Policy and Minority Employment in Public, Catholic and Private Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-P-R-84-A7

Pub Date—Mar 84

Grant—NIE-G-83-0003

Note—69p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education Programs, *Block Grants, *Catholic Schools, *Compensatory Education, Educational Environment, Elementary Secondary Education, Federal Aid, *Minority Group Teachers, *Private Schools, *School Demography, State Aid, Teacher Employment

A variety of federal, state, and local programs provide public financial or in-kind support of private schools. This paper explores the impact of selected federal programs on minority employment patterns and focuses on the factors accounting for variation in racial staffing patterns among public, Catholic, and private schools. The study concludes that the combination of minority enrollments and a higher proportion of students participating in compensatory education programs explains most of the variation in minority employment from school to school. The number of minority teachers is also a function of the demographic and fiscal dynamics of school environments. Growth is associated with greater employment of minorities. As the number of minority students participating in compensatory education and bilingual education programs increases, the number of minority teachers employed also increases. Recent federal and state movement toward block incentive grants will diminish the positive effect of government aid on minority employment. (MD)

ED 246 531 EA 016 982

Kutner, Stephen I.
The Effect of Pension Wealth on the Age of Retirement.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—IFG-P-R-84-A9

Pub Date—May 84

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decision Making, *Early Retirement, Economic Factors, Elementary Secondary Education, Health, *Public School Teachers, *Reduction in Force, Retirement Benefits, Socioeconomic Influences, Tables (Data), *Teacher Behavior, *Teacher Retirement, Trend Analysis

Identifiers—California

This seven-section report examines the pension-related behavior of older public employees, particularly California teachers. Section I introduces the benefit option situation. Section II surveys previous studies focusing on the relationship between Social Security wealth and the probability of retirement. Section III describes the California State Teachers' Retirement System, notes incentives offered by local districts, and suggests trends toward early retirement. Section IV outlines a theoretical framework that views the employee as a "utility maximizer." Section V presents the approach taken and defines variables, several of which were not included in previous studies: eligibility for other pensions, spouse's earnings, and job characteristics. Section VI discusses results, including the tendency of the private pensions to induce earlier retirement, and the association of good health with delayed retirement. A final section offers implications, followed by a bibliography and appendix. (KS)

ED 246 532 EA 016 983

Talbert, Joan E.
Toward an Institutional-Contingency View of School Organization.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-P-R-84-A10

Pub Date—Apr 84

Grant—NIE-G-83-0003

Note—70p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Decision Making, Educational Objectives, Elementary Secondary Education, Governance, *Models, *Organizational Climate, *Organizational Theories, Personnel Selection,

*Power Structure, Private Schools, Public Schools, School Demography, Tables (Data) Identifiers—San Francisco Bay

Based on an institutional-contingency view, this study focuses on ways in which public and private school sectors in six San Francisco area counties embody different organizational logics and authority principles, including rational-legal, traditional, and local-market. Results suggest that, among other characteristics, nonreligious private schools, following the market model, generate clientele and support by emphasizing distinct educational goals, whereas religious schools, following the traditional model, stress local constituents' commitment. Conversely, rational-legal norms of public schools make social support irrelevant, demand collection and evaluation of standard, aggregated data, and support differentiated decision-making structures which limit constituent involvement. One contrast from previous findings is the suggestion that public and religious schools do not possess different organizational environments. Still, the rational-legal norms of public schools constrain their abilities to generate commitment through means used by traditional and market-oriented systems. Further, an organizing norms-governance practices "fit" is important to members' involvement. The report concludes with recommendations for research and policy options, a one-page bibliography, and two appendices. (KS)

ED 246 533 EA 016 984

Levin, Henry M. And Others

Cost-Effectiveness of Four Educational Interventions.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-P-R-84-A11

Pub Date—May 84

Grant—NIE-G-83-0003

Note—58p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Size, Comparative Analysis, Computer Assisted Instruction, *Cost Effectiveness, Cost Estimates, Efficiency, Elementary Education, Feasibility Studies, *Intervention, *Mathematical Enrichment, Meta Analysis, *Reading Improvement, *School Effectiveness, Tables (Data), Time Factors (Learning), Tutoring

This study employs meta-analysis and cost-effectiveness instruments to evaluate and compare cross-age tutoring, computer assistance, class size reductions, and instructional time increases for their utility in improving elementary school reading and math scores. Using intervention effect studies as replication models, researchers first estimate costs, then compute cost-effectiveness ratios (size of effect for each \$100 of cost per pupil). Among alternatives in the area of math achievement, for example, two tutoring interventions show the largest effects per \$100 of cost per pupil, while increasing instructional time by one-half hour daily has the smallest effect per cost. Peer tutoring and computer assistance reveal almost equivalent cost-effectiveness ratios for reading. Conversely, increasing instructional time appears to be a poor choice for both. Such results should serve as guidelines—not absolutes—for considering alternative interventions. A bibliography and appendices conclude the report. (KS)

ED 246 534 EA 016 985

Rumberger, Russell W.

High Technology and Job Loss.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-P-R-84-A12

Pub Date—May 84

Grant—NIE-G-83-0003

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Automation, Computers, Data Processing, *Dislocated Workers, Electronics Industry, *Emerging Occupations, *Employment Patterns, Employment Problems, *Futures (of Society), Job Analysis, Job Layoff, Labor Force Development, *Robotics, *Technological Advancement, *Trend Analysis, Unemployment

Job loss through technological advancement, particularly technologies based on microelectronics, is increasing for all economic sectors in a nation al-

ready hard challenged in world and domestic markets for goods and services. But assessing technology's employment impact remains difficult not only because of its direct and indirect effects and income and price effects, but also because of the net impact issue. Whether technology destroys more jobs than it finally creates is unclear; it may simply lower employment growth. One factor is clear, however: past labor displacement has resulted from a reduced demand for specific services, from the introduction of machines, or from a substitution of foreign for domestic goods. Between 1972 and 1980, employment in 50 out of 235 occupations declined by 2 million jobs, and in 1983 Atari laid off 1,700 American workers and moved production overseas. But technology has also created jobs, especially in computer-related industries. Nonetheless, much evidence suggests that types of jobs both eliminated and created are generally low-skill and low-wage, and that new technologies threaten even more job displacement, both skilled and unskilled. One forecast estimates 20 million job losses by the year 2000. Whether economic growth can offset the trend cannot be predicted. (KS)

ED 246 535 EA 016 986

Catterall, James S. Brizendine, Emily

Proposition 13: Effects on High School Curricula, 1979-1983.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-P-R-84-B5

Pub Date—May 84

Note—38p.; Also supported by funds from the University of California at Berkeley, Children's Time Study.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Faculty Workload, *Financial Problems, Public Schools, *Reduction in Force, *Resource Allocation, *Retrenchment, Secondary Education, *Secondary School Curriculum, *State Curriculum Guides, State Standards, Tables (Data)

Identifiers—Proposition 13 (California 1978)

This study traces the 5-year effects of California's Proposition 13 on the state's "Big Eight" school districts' secondary curriculum. Personnel and parent representatives agree on influences behind curriculum change patterns. First, teacher reductions have led to larger and fewer sections of classes, decreasing students' scheduling options. Legislation requiring proficiency tests for graduation, as well as legislative and board demands for basic skills development, have also affected course offerings. There are, in addition, losses in materials, equipment, and support services. Specific course casualties include music and driver education, and while special education and remedial offerings have grown, many offerings that extend beyond core requirements have been eliminated. The result is that the old enriched academic experience may only be available to those enrolled in private schools. In the year since the study, legislated curricular changes (additional fine arts courses required for graduation, for example) have combined with brightened economic circumstances, but the effect on either the nature or flexibility of the curriculum remains uncertain. The report includes a two-page bibliography and two appendices. (KS)

ED 246 536 EA 016 987

Costerison, Dennis L.

State Assistance to Financially Distressed School Districts.

Pub Date—13 Jan 84

Note—14p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, *Financial Policy, *Financial Problems, *National Surveys, State Aid, State Boards of Education, *State Legislation

Identifiers—Illinois, Indiana, Ohio, Pennsylvania

A national survey revealed that 13 states have created legislation to assist financially distressed schools. Focusing on two states, Indiana and Pennsylvania, the report outlines different methods they have developed to deal with financially distressed schools. In Pennsylvania a distressed school district is taken over by the state, whereas in Indiana the state approves remedies from local sources of revenue with limited controls. In Illinois a 1982 study attempted to determine commonality of problems in

troubled districts. A list is also provided of the methods states have chosen to use with schools experiencing financial difficulties. An analysis of schools with financial difficulties in Ohio found that no single factor is responsible. The report lists 33 factors contributing to financial difficulties. A table listing each state's response is appended. (MD)

ED 246 537 EA 016 988

Sabine, Creta D.

An Easy Guide to Action Research for the School Administrator.

Pub Date—Oct 83

Note—10p.; Paper presented at the Annual Meeting of the Association of School Business Officials (69th, Phoenix, AZ, October 2-6, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, Administrators, *Change Strategies, *Community Action, *Improvement, Objectives, *Problem Solving, Productive Thinking, *Research Methodology, Success

Action Research begins by identifying goals as perceived in the community; input is sought in neighborhood hearings or by running a series in the local newspaper and inviting response. Once a research group is organized, Action Research continues as a five-stage flexible study plan for practitioner improvement involving turning goals into researchable problems, breaking problems into their important parts, choosing fact-finding techniques, collecting and analyzing data, and presenting conclusions and recommendations. Stage 4, for example, entails recruiting volunteers for data collection on a geographical basis and classifying "raw data." That Action Research can be successful is shown in several examples, including one in which a Maryland fact finding project led to the formation of a local foundation to foster new community problem-solving approaches. The guide includes a short bibliography and a five-page skeleton planning aid. (KS)

ED 246 538 EA 016 989

Whitaker, Colbert Hales, William

Women in Administration.

Pub Date—Feb 84

Note—19p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, Elementary Secondary Education, Employed Women, *Equal Opportunities (Jobs), Females, Goal Orientation, Government Role, *Nontraditional Occupations, *Personnel Integration, *Principals, Professional Associations, Schools of Education, *Sex Stereotypes, State Boards of Education, Women Faculty, Work Attitudes

That women hold less than 3 percent of secondary school principalships underscores society's continuing use of sexual stereotypes. Among the misguided assumptions hindering women's professional aspirations are beliefs about their lack of interest in promotions and their ineffectiveness as authority models. There is also the behavioral description: e.g., a female administrator is picky, whereas her male counterpart is good on details. If schools are not to lose a valuable pool of administrative talent, clear change strategies and implementation commitments must be realized. The federal government must enforce discrimination regulations and promote goals for increasing women's numbers in administration. State education boards should support affirmative action plans, and state education departments promote more women to top positions as role models for other women. On a local level, persons should work for the development of an objective administrator selection process—one now marred by the "good old boy network." Professional groups should turn their efforts toward providing women with a climate conducive to fulfilling aspirations. Colleges of education, too, should recruit women to administration faculties and deanships. Finally, women themselves must be in the forefront of the equity struggle. Among a list of advancement suggestions are: making certain one has necessary administrator credentials, showing interest and enthusiasm in volunteering, and letting one's principal know of one's interest in administration. (KS)

ED 246 539 EA 016 990

Wiley, Dinah

State Boards of Education: Quality Leadership. National Association of State Boards of Education, Washington, D.C.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date—83

Note—52p.

Available from—Publication Sales, National Association of State Boards of Education, 701 North Fairfax Street, Suite 340, Alexandria, VA 22314 (\$6.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Access to Education, Educational Finance, Elementary Secondary Education, *Governmental Structure, *Institutional Role, Models, *Participant Characteristics, Policy Formation, Power Structure, School District Reorganization, *State Boards of Education

This monograph describes and compares the membership, organization, and policy-making responsibilities of state boards of education in the 49 states that have them. First, board members' characteristics, their civic activities, and their reasons for serving are discussed. Second, a total of 10 distinct governance models are identified, although 3 of these are applicable to 38 states and the District of Columbia. These models describe the selection and structure of state boards and their niches in state government. The final section discusses the various boards' procedures and their responsibilities in a number of policy areas, including academic standards, equal opportunity, finance, and school district organization. The report includes data tables and organizational diagrams. (MCG)

ED 246 540 EA 016 992

Barth, Roland S.

The Principals' Center at Harvard University.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (81st, Boston, MA, April 23-26, 1984).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, Elementary Secondary Education, *Enrichment Activities, Environmental Influences, *Leadership Training, *Learning Activities, *Management Development, *Principals, Professional Development

Identifiers—Principals Centers

By promoting insight-sharing among members, Harvard's Principals' Center works to develop, personally and professionally, those influencing the quality of schools. Growing numbers of principals outside Massachusetts, having attended the center as visiting practitioners, are founding centers in their own areas; the Harvard center itself is creating a national network of centers to strengthen individual development attempts. Additionally, the center is contributing to the little known area of leadership characteristics. Among its findings are these: (1) that principals are seen and see themselves as leaders, not learners; and (2) that nonprincipals identify the skills they believe effective principals should possess. The center is striving to alter both concepts by helping principals to reflect upon and analyze their work in order to understand better their own styles and schools. Conditions associated with enrichment seem to include recognition, voluntary participation, a protected setting, participant diversity, principal-centered programs, knowledge sharing, and varied activities for various learning styles. Yet the center faces dilemmas, among them the question of individualizing an organization with over 5,000 members. Finally, the center is important because it legitimizes the idea that there are conditions under which practitioners will voluntarily engage in activities promoting leadership growth and thus school improvement. (KS)

ED 246 541 EA 016 993

Caldwell, Philip

Technology and the Three R's.

Pub Date—14 Apr 84

Note—17p.; Remarks made at the Annual Meeting of the National Association of Elementary School Principals (New Orleans, LA, April 12-16, 1984). Released by the Ford Motor Company's Corporate News Department, Dearborn, MI (as part of

the informal publication series, "News from the World of Ford").

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Classroom Techniques, Community Education, *Educational Improvement, Educational Needs, Educational Television, Education Work Relationship, Elementary Secondary Education, *Futures (of Society), *Improvement Programs, Industry, *Learning Strategies, Lifelong Learning, Long Range Planning, Models, Productive Thinking, School Community Relationship, Technological Literacy

Identifiers—Ford Motor Company

Educational revitalization is crucial for a nation facing a 20 percent functional illiteracy rate, as well as increasing foreign industrial challenges. Like America's auto manufacturers who returned to business basics and thus achieved a \$10 billion reversal of fortunes in just 3 years, educators in a technical society must define their own basics and business and industry must help. Ford Motor Company, for one, is directly involved in the education business. Jointly undertaken with the United Auto Workers, the landmark Employee Development and Training Program is not limited to Ford-related jobs, but, rather, helps persons individually, already enrolling them in over 4,400 education programs across the country. A new learning center in a Michigan plant even teaches literature and English as a second language. America needs re-educating, and, with business, should set its sights at outermost reaches. A school in space should not be inconceivable. Technological resources belong not just in homes as entertainment devices, but also in classrooms as opportunities for learning. Of American Samoa's four television channels, three are used full-time for educational purposes. Eleven hours of daily television instruction are now possible even for India's remotest villages, and France devotes 20 percent of network time to educational enrichment. American classrooms also must merge technology and the three R's, and the nation dedicate itself to lifelong learning. (KS)

ED 246 542 EA 016 994

Progress of Education in the United States of America, 1980-81 through 1982-83. Report for the Thirty-Ninth International Conference of Education.

Department of Education, Washington, DC.

Pub Date—1 Jun 84

Note—138p.; Report presented at the International Conference of Education, sponsored by UNESCO, International Bureau of Education (39th, Geneva, Switzerland).

Pub Type—Information Analyses (070) — Reports

- Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Educational Administration, *Educational Change, *Educational Finance, *Educational Objectives, *Educational Quality, *Educational Trends, Elementary Secondary Education, Federal Legislation, Higher Education, Local Legislation, Research and Development, School Districts, State Legislation, Statistical Surveys, Tables (Data)

This three-part report addresses recent education reform issues. Part I summarizes education priorities, then describes education's administration, structure, and financing. Part II deals with education's development since 1981. The first section notes major education legislation. A second section presents major issues in the current reform movement, including suggestions offered in significant studies; a trends section offers statistical indications, discusses responses to the call for quality education, notes the state of technology and science in education, and describes programs for special groups. Finally, an education research section deals with accomplishments and trends in National Institute of Education research areas and with the role of the Fund for the Improvement of Postsecondary Education. Part III lists recent education studies, analyses of those studies, and other studies by education field, including adult, management, information resources, linguistics, tests, and urban education. Selected references, 4 figures, 17 tables illustrating earlier statistics, and an outline of the report's headings conclude the document. (KS)

ED 246 543 EA 016 995

Georgiades, William D. H.

Excellence in Schooling: Effective Styles for Effective Schools.

Schools.

Pub Date—Feb 84

Note—13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Educational Administration, *Educational Change, Elementary Secondary Education, *Instructional Improvement, *Leadership, *Principals, *School Effectiveness, Values

Identifiers—Excellence

School principals are an important factor in the improvement of American schools. Key findings of two studies show that principals are the most significant people in the educational change process. Outlined are seven important steps involved in the process of instructional improvement that will take place only if committed and knowledgeable leadership is present in an effective principal. Effective/creative schools can be characterized as follows: (1) They are close to students and foster open working relationships between teachers and pupils; (2) Their principals work through and with people; (3) They focus on simple organizational form and lean management staff; and (4) They are governed by a practice called "simultaneous, loose-tight properties." Administrators, teachers, students, and the public will move toward improved instruction in the years to come through hard work and diligence. (MD)

ED 246 544 EA 016 996

McLaughlin, Terence

Priorities of Principals.

Pub Date—25 Apr 84

Note—22p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (81st, Boston, MA, April 23-26, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Catholic Schools, *Educational Administration, Elementary Secondary Education, *Principals, Private Schools, *Staff Development, Stress Management

Identifiers—Compromise, Priorities

The principal's first priority is to take care of himself or herself, next the teachers, then the entire school. Laughter and creativity are emphasized as important tools for principals to use in relieving the stress of their positions. Principals need to understand their jobs, that there are few ready-made solutions and no magic formulas. They must be aware that they cannot do everything and must learn to compromise. If principals understand their power base and use it wisely, they can excite their faculty. Faculty development should include inservice training, faculty discussions, and exposure to good reading material. The inadequacies of mission statements are discussed; if they do not produce action or describe action already taken, they are useless. A discussion of why parents place their children in Catholic or private schools and how such decisions affect the private schools' mission concludes the paper. (MD)

ED 246 545 EA 016 997

Profiles in Excellence: A Resource Guide. 1982-83

Secondary Schools Recognition Program.

Northeast Regional Exchange, Inc., Chelmsford, MA.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Note—60p.

Available from—Publications Sales, Northeast Regional Exchange, 34 Littleton Road, Chelmsford, MA 01824 (\$3.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Development, *Educational Practices, *Educational Quality, *Guides, School Community Relationship, School Policy, Secondary Education, Staff Development

Identifiers—Connecticut, Delaware, Department of Education, *Excellence (Quality), Maine, New Hampshire, New York, Rhode Island

This guide to 25 Northeastern schools honored by the United States Department of Education Secondary Recognition Program in 1982-83 profiles the schools from the states of Connecticut, Delaware, Maine, New Hampshire, New York, and

Rhode Island. Each school is profiled through a description of the school, the community served, selected programs and practices, school resources, and names of contact persons. Reflecting differing approaches used to achieve quality education, the school strategies include strengthening of curricular programs, raising standards and expectations, improving discipline programs, exercising strong leadership, increasing teacher effectiveness, and developing community support. (MD)

ED 246 546 EA 016 998
Manual for Eye Protection in Educational Institutions, State of Wisconsin. Bulletin No. 4335. Revised 1984.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—84

Note—14p.; Produced by the Industrial and School Eye Safety Committee of the National Society to Prevent Blindness—Wisconsin.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accident Prevention, Compliance (Legal), Diagrams, Elementary Secondary Education, *Eyes, *Legal Responsibility, Occupational Safety and Health, Physical Environment, Safety Education, *Safety Equipment, *School Safety, Staff Role, *Standards

Identifiers—Wisconsin

Wisconsin law requires school compliance with the eye safety code. Administrators or coordinators should hold monthly inspections, as well as annual meetings to explain the program and assign responsibilities. Safety coordinators should analyze activity hazards, and faculty should communicate the information to students. Eye equipment must meet specific standards. Additionally, eye safety programs should incorporate such elements as hazard analyses, emergency first aid procedures, use enforcement policies, and accident prevention controls. Protection device illustrations, protection area and safety materials information, and devices for various hazards recommendations are included. (KS)

ED 246 547 EA 017 000
Adams, William H.
How to Set Goals for a School System.

Pub Date—84

Note—12p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Board of Education Policy, *Educational Objectives, High Schools, *Policy Formation, *Program Evaluation, Relevance (Education), School Based Management, Vocational High Schools

Identifiers—Salem County Vocational Technical Schools NJ

After 10 years' experience, the Salem County Vocational Technical Schools (New Jersey) have had positive results from developing objectives annually and clarifying long range goals. The Salem County Board of Education's philosophy is to operate the district as a business would, defining its function as human service and its product as the people served. Modeled, then, on the planning used in business, the objectives are defined on the basis of student needs and those of local businesses and labor; needs are then translated into instructional objectives and modified by annual reviews made by the superintendent and the board. The district has developed a series of successful program indicators to aid their assessments. Yearly management objectives are also assessed and changed on the basis of evidence of program success. Through such management objectives, student attendance and placement have been positively affected, and district planning has been made more orderly. (JW)

ED 246 548 EA 017 005
Denoyer, Richard A.
Princeton's Formula for Academic Excellence.

Pub Date—84

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Responsibility, Cooperative Planning, *Ed-

ucational Improvement, Elementary Secondary Education, *Enrichment, Evaluation Methods, Parent Responsibility, Participative Decision Making, Performance, School Community Relationship, Staff Role, *Student Evaluation, Student Responsibility, Teacher Responsibility, Teamwork

Identifiers—Princeton Plan

Princeton City School District Staff and parents created a plan for monitoring student achievement. Each group—teachers, counselors, coaches and club sponsors, parents, students, and administrators—was given responsibilities; parents, for example, were asked to emphasize learning's importance in the home. Biweekly computer printouts note students' areas of study and student problems to help staff outside the classroom assist students with difficulties inside. The junior high plan focuses upon student/teacher teams and involves a computer listing of students checked by teachers and passed to "resource" persons. At intervals parents are informed of students' problems and progress. The high school plan revolves around biweekly and interim progress reports containing teachers' assessments for parents and counselors; students rated deficient are to be counseled by several staff members. That the young program is successful is shown in students' heightened level of academic concern and counselors' use of the biweekly reports to help students before it is too late. (KS)

ED 246 549 EA 017 006
Walker, Charles R.

Tapping Community Resources to Enrich Your Schooling: Partners-in-Education.

Pub Date—84

Note—6p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Cooperation, Community Education, *Community Resources, *Cooperative Programs, Educational Quality, *Educational Resources, Elementary Secondary Education, Models, *School Community Relationship, *Teamwork

Identifiers—Pennsylvania

The Lancaster (PA) school district is working with the Chamber of Commerce and industry to bring resource persons into classrooms and to provide staff for adult career retraining. Program objectives include identifying areas for school/community interaction and mutual gain. Partnership benefits are shared among business, community and schools: to business the benefits range from a better understanding of education to opportunities for program development for employees; (2) to community they range from a healthy educational environment to an attraction for new people, business, and industry; and (3) to schools they range from sponsors for events such as after-school projects to assistance for students in developing job related skills. In return for community expertise, the district offers executive writing sessions and apprenticeship work, among other programs. A list of partnerships formalized since 1983 concludes the paper. (KS)

ED 246 550 EA 017 010
Akers, James T.
Good Policy Tips for Public Use of School Facilities.

Pub Date—84

Note—12p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Board of Education Policy, Community Centers, Community Organizations, *Community Services, *Educational Facilities, Elementary Secondary Education, Group Activities, School Community Relationship, School Law, *Shared Facilities, *Space Utilization

Identifiers—Emporia Public Schools KS, Kansas

Although many school boards' policies on public use of school district facilities are deliberately vague and allow administrators great flexibility in their interpretation, this paper advocates well-defined regulations. It presents a sample policy, discusses legal concerns, and suggests essential provisions of

facility-use policy. The policy summarized is that of the Emporia, Kansas, public schools; it prescribes procedures for gaining access to facilities, places conditions on their use, assigns responsibility for human and property safety, regulates services available to community users, and provides for rental fees. The legal issues discussed include school boards' discretion over building use, and the use of buildings for political and religious activities. Finally, the author proposes 10 issues a facility-use policy should address. (MCG)

ED 246 551 EA 017 011
Arnold, Helen

Good Policy Tips for Public Use of School Facilities.

Pub Date—2 Apr 84

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Ancillary School Services, *Board of Education Policy, Community Centers, Community Organizations, *Community Services, *Educational Facilities, Elementary Secondary Education, Group Activities, School Community Relationship, *Shared Facilities, *Space Utilization, State Legislation

Identifiers—*Akron Public Schools OH

To allow school district staff to administer community organizations' use of school facilities, school boards should set strong but flexible policies on such use, as has the Akron (OH) Board of Education. Although Ohio law allows schools to be used for a wide range of social, recreational, and religious activities, the board—acknowledging its instructional mission—restricts building use and charges user fees. Prohibited uses include (1) activities that may endanger school property; (2) gambling for any purpose; (3) activities not complying with safety regulations; (4) activities competing with local businesses; (5) activities "not in the public interest"; and (6) smoking and using or advertising alcoholic beverages. The superintendent may, however, make exceptions to these rules with board approval. Rental fees cover costs incurred by the users, primarily overtime pay for custodians. Many users, however, are wholly or partially exempt from charges, particularly groups directly related to the schools. Others pay either "noncommercial" or "commercial" rates, depending on whether or not they conduct fundraising events. In 1983 various groups rented the district's buildings for about 6,000 hours, paying over \$100,000 in rent. (MCG)

ED 246 552 EA 017 017
Schiering, G. David
We Can Prove That Public Involvement Improves Schools.

Pub Date—84

Note—16p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, Budgeting, *Citizens Councils, Community Coordination, *Educational Improvement, Elementary Secondary Education, *Participative Decision Making, *School Based Management, School Community Relationship

Identifiers—*Cincinnati Public Schools OH

The example of the Cincinnati (Ohio) Public Schools demonstrates that involving taxpayers in school district budgeting can generate school improvement. This financially troubled district decided in 1979-80 to (1) fully inform the public of the schools' financial position; (2) involve the public in improving that position; (3) involve the public in budgeting; (4) establish long-term community participation; and (5) give each neighborhood power over spending in its school. A school district should initiate such a process by requesting the community's help at an informational meeting with as much attendance as possible. A subsequent community meeting should establish a permanent advisory committee; after training in the budget process, this committee should then set rules for community participation and report to the community the status of the project. Having completed this step, the Cincinnati district is establishing a budget committee for each school, comprised of school staff and students

and community members. Each year these committees prepare the district budget based on the administration's draft; first, however, they must set educational goals—the real aim of community participation. Using this process, the Cincinnati schools have gained revenue and credibility and have realized improvements in achievement, enrollment, attendance, and retention of white students. (MCG)

ED 246 553 EA 017 023

Akers, James T.
Don't Fight the Man Who Buys His Ink by the Barrel.

Pub Date—26 Apr 83

Note—10p.; Paper presented at the Annual Meeting of the National School Boards Association (42nd, San Francisco, CA, April 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, *Board of Education Policy, Elementary Secondary Education, *News Media, *Politics of Education, *Public Opinion, *Public Relations, *School Community Relationship, School Role, School Support

Positive school-media relations are essential if schools are to expect an "understanding press" during crucial periods. Recommendations for developing and maintaining such relations fall into 10 areas, including school boards' establishing a firm media relations policy, appointing a board spokesman, creating a "game plan" for media dealings, and knowing reporters' responsibilities, attitudes, and handicaps. Additionally, 10 working tips are provided; these range from offering ideas to the press, but being careful to give editors free rein in choosing what to cover, to becoming aware of the media's inner workings. Such lessons should move schools closer to one central goal—contributing to a better-informed society. (KS)

ED 246 554 EA 017 025

Iannaccone, Lawrence
Educational Administration and the Challenge of Change: Politics, Power and Policy.

Pub Date—84

Note—20p.; Paper presented at the Annual Congress of the Inter-American Society for Educational Administration (2nd, Brasilia, Brazil, July 28-August 4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Conflict, Conflict Resolution, *Educational Change, Foreign Countries, Governance, *Government Role, Government School Relationship, *Political Issues, Political Power, *Politics of Education, Public Education, *Public Policy

This paper addresses three levels of change in political and educational relations. Level one focuses on educational systems' service functions; level two involves adjustments of educational politics; and level three entails conditions of conflicts about education falling within states' general politics. Politicization refers to conflict expansion; under low politicization conditions, educational systems experience decentralization—a greater dependence upon societal norms than upon governmental intervention. Educational and political relations shift, however, when internal conflicts move beyond education's borders to become national issues—teacher/administrator conflicts in the United States, for example, leading to collective bargaining legislation. A second politicization source stems from states' redefining educational objectives. Further, one can conceptually distinguish internal educational from general state politics to provide process dimensions for comparative analyses of education and politics across different countries. Still, there remains a high correlation between the two. Selected references are included. (KS)

ED 246 555 EA 017 026

Irwin, Claire C.
What Research Tells the Principal about Effective Instruction.

Pub Date—4 Feb 84

Note—29p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Case Studies, *Educational Quality, *Educational Research, Guidelines, *Instructional Improvement, *Principals, School Supervision, Secondary Education, Teacher Effectiveness

Research findings can assist secondary principals in promoting instructional effectiveness. Factors influencing effectiveness include societal structure, educational goals, teachers' learning theory attitudes, and student maturity, while problem areas range from selecting instructional materials to evaluating student progress. Cases identify key research efforts and aid principals in developing checklists of essentials for supervising instruction. A first case concludes that supervision must be grounded in well-specified objectives; case 2 lists 14 teacher behaviors related to effective instruction. Case 3 notes 17 variables dramatically affecting the instructional process—among them the need for maintaining the classroom as a serious place where management tasks are routinized. A fourth case deals with a London study and again identifies variables making a difference in instructional quality, while students' test-taking behaviors is the subject of case 5. A five-part outline for teachers to use in alleviating students' test anxiety follows. Case 6 offers 34 directives for principals, and the last case deals with school violence and teacher isolation, factors inhibiting instructional progress. The paper concludes with a discussion of educational research's future, and five pages of references. (KS)

ED 246 556 EA 017 027

Fabian, Tom
Reduction in Force—through Formula (A Systematic Plan for the Pro-Active Principal).

Pub Date—7 Feb 84

Note—18p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Budgeting, Dismissal (Personnel), *Educational Planning, Elementary Secondary Education, Enrollment, *Leadership Responsibility, *Needs Assessment, Personnel Data, Policy Formation, Population Trends, *Principals, Program Implementation, Resource Allocation, Staff Utilization

Identifiers—*Wisconsin

As student enrollments drop, effective principals should develop equitable staff reduction plans. The present plan calls for principals to determine staff support levels as well as staff ratios in three categories: classroom teachers, support teachers, and clerical/custodial services. Knowing past enrollments is essential for projecting the number of students expected within a 5-year period. During the first adjustment, year no staff should be cut. During the second year, principals should project student populations for the year and determine staff needs. District administrators should be supervised to guarantee the fairness of the system's implementation. To require students to take additional courses with the same number of staff members, for example, will jeopardize the plan. The plan should also be refined over three consecutive years to verify enrollment projections and appropriateness of classes and to fine tune the reduction process. Six forms especially designed to assist principals in gathering staff utilization and enrollment data are appended. (KS)

ED 246 557 EA 017 028

Achilles, C. M.
A Proposal for Excellence in Educational Administration.

Pub Date—84

Note—16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Orono, ME, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, *Administrator Role, Administrator Selection, *Educational Administration, *Educational Improvement, Elementary Secondary Education, Labor Turnover, *Leadership, Models, *Organizational Effectiveness, *Principals, Recruitment, Salaries, Tables (Data)

Numerous 1983-84 educational improvement studies emphasized the need for strong principal leadership, yet present reform efforts fail to address adequately principal preparation. This proposal for

administrative excellence has a four-category focus: recruitment of those with strong liberal arts degrees; selection of those committed to an 11-month preparatory program to which districts contribute fiscal support and a mentor-supervisor; three-phase training for "expert power"; and retention/pay reforms, such as linking salaries to adult development stages rather than to length of service. Four pages of tables and three of references are included. (KS)

ED 246 558 EA 017 029

Leino, Jarkko

Some Characteristics of School Principals: A Pilot Investigation into Cognitive Styles and Leadership Conception of Finnish School Principals.

Tampere Univ., Helsinki (Finland). Dept. of Education.

Report No.—ISBN-951-44-1561-2

Pub Date—84

Note—67p.; Tampereen Yliopiston Kasvatustieteen Laitos; Julkaisusarja A; Tutkimusraportti No 31.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Behavior Patterns, Behavior Theories, *Cognitive Style, Decision Making, Elementary Secondary Education, Foreign Countries, *Leadership Styles, Personality Theories, Personality Traits, *Principals, *Role Perception, Tables (Data)

Identifiers—*Finland

This six-part pamphlet examines 87 Finnish principals' personalities in terms of leadership and cognitive styles. The study's purpose is noted in section 1. Section 2 analyzes pedagogical roles and behaviors from a normative dimension perspective. Section 3 shifts to the personal dimension in discussing styles, values, and vocational preferences. Section 4 deals with the study's four problem areas, and section 5 summarizes results in terms of principals' subject areas, cognitive styles, teaching method preferences, leadership concepts, and attitudes toward criticism. A final section discusses those results. A four-page bibliography is appended. (KS)

ED 246 559 EA 017 132

Wise, Arthur E. And Others

Teacher Evaluation: A Study of Effective Practices. Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8330-0583-9; RAND/R-3139-NIE

Pub Date—Jun 84

Contract—400-82-0007

Note—101p.

Available from—Publications Sales, The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$7.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Case Studies, Educational Policy, Educational Quality, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Master Teachers, Minimum Competencies, Personnel Policy, Principals, School Districts, Teacher Administrator Relationship, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement

A preliminary survey of 32 school districts identified as having highly developed teacher evaluation systems was followed by the selection of 4 case study districts (Salt Lake City, Utah; Lake Washington, Washington; Greenwich, Connecticut; and Toledo, Ohio) representing diverse teacher evaluation processes and organizational environments. Common factors found to underlie the success of the evaluation systems in each case study district were: demonstration of organizational commitment to teacher evaluation, procedures for ensuring evaluator competence, collaboration with the teachers' organization and individual teachers, and compatibility of teacher evaluation with other district management strategies. The conclusions reached, to be modified on the basis of local experiences, are that a successful teacher evaluation system should: (1) suit the educational goals, management style, conception of teaching, and community values of the school district; (2) have top-level commitment to, and resources for, evaluation; (3) match the purpose of the district; (4) have efficient use of resources to achieve reliability, validity, and cost-effectiveness; and (5) have teacher involvement and responsibility. (MLF)

EC

ED 246 560

Gill, Douglas H.

A Determination of Vocational Education Staff Input and Involvement in the IEP Process at the Secondary Level.

Pierce County Educational Service District 121, Tacoma, WA.

Pub Date—Mar 84

Note—140p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cooperation, *Disabilities, *Individualized Education Programs, *Interdisciplinary Approach, Secondary Education, *Special Education, *Vocational Education

The study was intended to replicate the Albright-Preskill study (1981) in Pierce County, Washington in order to assess the status of collaborative individualized education program (IEP) development between vocational education and special education at the secondary level. Questionnaires were completed by 192 secondary level vocational education staff members. Conclusions were formed around the six major components of the survey instrument (sample findings in parentheses): preliminary questions (73% reported they had handicapped learners in class); background information (69.5% of the vocational education programs are concentrated in only three service areas—Business and Office, Home Economics, and Industrial Arts); program development information (75% of the vocational staff indicated no involvement in the vocational aspects of the IEP); implementation (Ss ranked instructional material modification and individual instruction in the lab setting as the highest priority areas that need to be strengthened in order to provide vocational instruction to handicapped learners); review/evaluation (59% of the vocational staff reported they had not shared process evaluation information with the IEP team); and general information (in-school, vocational education staff appear to use counselors almost as much as they do special education personnel). Five major recommendations are offered, including the formulation and application of a country-wide process model for IEP collaboration. Appendices, including a sample questionnaire, constitute the bulk of the report. (CL)

ED 246 561

Yunker, John And Others

Evaluation of Special Education.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—26 Mar 84

Note—199p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavior Disorders, *Disabilities, Early Childhood Education, Elementary Secondary Education, *Eligibility, Emotional Disturbances, Learning Disabilities, *Program Effectiveness, *Special Education, *State Programs, Student Placement

Identifiers—*Minnesota

The report considers two major issues in the provision of special education services to handicapped children in Minnesota schools: eligibility for instruction and services, and effectiveness of special education programs. The first chapter provides an overview of special education programs in the state, with data on number and types of children served, levels of service provided, types of service providers, student-teacher ratios, and funding sources. Chapter 2 examines programs for students with learning disabilities, noting the need for improving eligibility criteria and assessment practices. Recommendations are made for more specific criteria, clarification about tests and procedure requirements, and more active review of local district practices. In terms of program evaluation for students with learning disabilities, the report recommends identification of possible outcome measures, assistance in interpretation of results, and dissemination of "best practice" information. Chapter 3 addresses eligibility and effectiveness issues concerning emotional and behavioral disorders. Despite the finding that the department's eligibility criteria are an improvement over the existing federal definition, inadequacies are pointed out in the guidelines criteria and handbook. Chapter 4 addresses four areas: speech/language services; services to low incidence and se-

EC 162 720

verely handicapped persons; early childhood special education; and problems in out-of-home placements in licensed residential facilities. Summary information and recommendations for action on the part of the Department of Education, school districts, the State Board of Education, and the State Legislature are presented in the concluding chapter. (CL)

ED 246 562

Hirsh-Pasek, Kathy

What Second Generation Deaf Students Bring to the Reading Task: Another Case for Metalinguistics and Reading.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. School of Medicine.

Pub Date—Oct 82

Grant—HD-12278-03

Note—27p.; Portions of this research were presented at the Annual Boston University Conference on Language Development (7th, Boston, MA, October 8-10, 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Deafness, *Decoding (Reading), Elementary Secondary Education, *Finger Spelling, Manual Communication, *Reading

Twenty-five second generation deaf signers (6-16 years old) participated in three experiments measuring their ability to classify fingerspelled and signed words and attend to the individual handshapes within fingerspelled words. Results revealed that Ss could discriminate fingerspelled words and decompose fingerspelling into the handshapes that map into English orthography. Even the youngest Ss demonstrated full metalinguistic competence in these tasks. Findings suggest that there is a possible link between the signer's natural language and reading, and that deaf Ss have the ability to capitalize on this link. The link may help them decode words into fingerspelling in the same way spoken language allows decoding into sound. (CL)

ED 246 563

Thomas, Karen Maine-Carrino, Annemarie

Vermont Surrogate Parent Program. Due Process Handbook.

Pub Date—[84]

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arbitration, Child Advocacy, Definitions, *Disabilities, *Due Process, Elementary Secondary Education, Hearings, *Parent Role, *Parent School Relationship

Identifiers—*Vermont

The handbook outlines due process procedures for parents and surrogate parents of handicapped children in Vermont. Section I presents definitions of such commonly used terms as informed consent, free appropriate public education, and least restrictive environment. A chart follows in section II which matches educational procedures, parental rights, and school district responsibilities. Recommendations are offered in section III for mediating disagreements prior to requesting a due process hearing. The fourth section describes five separate options in the due process matter: independent evaluations, hearings, administrative appeals, complaints to the federal government, and lawsuits. Parental rights are outlined for each. The final section lists important considerations for the hearing, including preparation aspects and the child's status during the hearing. (CL)

ED 246 564

Fichten, Catherine S. Bourdon, Claudia V.

Social Interaction between Physically Disabled and Non-Disabled College Students.

Pub Date—Jun 83

Note—19p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Winnipeg, Manitoba, Canada, June, 1983). The research was funded by a grant from FCAC (ACSAIR Program). Tables may not reproduce.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Interaction, *Peer Acceptance, *Physical Disabilities, *Student Characteristics, Test Reliability, Test Validity

Three studies were conducted to examine variables that facilitate or hamper interaction between disabled and able-bodied college students. In study 1, 100 able-bodied Ss completed two adjective checklists identifying socially desirable and undesirable characteristics; a second group of 94 abled-bodied

Ss were tested using another set of traits. Disabled students were characterized as aloof, introverted, lazy, submissive, ingenuous, and unassuming. Questionnaires completed by 24 disabled and 45 able-bodied students in study 2 revealed that disabled students tended to be older than the average college student and that they had many more able-bodied than disabled friends. Disabled and able-bodied students agreed on appropriate behaviors. The third study examined a measure of self-efficacy in interacting socially with physically disabled students. The measure was found to have internal consistency but only discriminant and concurrent validity for females. (CL)

ED 246 565

Shibley, Ralph, Jr. And Others

Electrophysiological (Event-Related Potentials) Indices of Cognitive Processing in Autistic Learners.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Discrimination, *Auditory Stimuli, *Autism, *Cognitive Processes, *Electroencephalography, Elementary Secondary Education, *Neurology, Visual Learning

Identifiers—*Event Related Potentials

Event-related Potentials (ERPs) were recorded to both auditory and visual stimuli from the scalp of nine autistic males and nine normal controls (all Ss between 12 and 22 years of age) to examine the differences in information processing strategies. Ss were tested on three different tasks: an auditory missing stimulus paradigm, a visual color discrimination, and an auditory tone discrimination task. The brain electrical activity was recorded and analyzed (both trial by trial and averaged waveform) for one thousand milliseconds following the target stimuli. Results indicated that the amplitude of the averaged P300 component was significantly reduced in the autistic group compared to the normal group. The N100 component was also smaller in amplitude, but it did not reach statistical significance. The latency of components was not significantly different among groups during the visual tasks; however, the latency of the P300 component was significantly longer in the autistic group during auditory tasks. The accuracy of performance with the operant button press and the appearance of the N100-P200 components in the autistic group suggested that the autistic individuals were attentive to the task. The sporadic occurrence of the P300 (when analyzed trial by trial) indicated that the autistic group was not consistently engaged in active stimulus evaluation at the higher information processing level. The delayed latency of the P300 component during auditory tasks in the autistic group hinted that there was more time required to complete stimulus evaluation in the auditory modality at the higher processing level than was required of the visual system at the same level. Results are consistent with the view that autistic learners show higher order processing deficits as displayed by their profound language defects and problems with complex thoughts. (Author/CL)

ED 246 566

Lister, Robert And Others

Level 1 Curriculum.

Portsmouth Public Schools, N.H.

Pub Date—Mar 84

Note—198p.; The curriculum was developed at Portsmouth High School, New Hampshire.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Art Activities, Curriculum Guides, High Schools, Home Economics, *Learning Activities, Mathematics, Physical Education, Sciences, *Slow Learners, Social Studies, Teaching Methods, Vocational Education

The curriculum is intended for slow learning students in grades 9-12. An introductory section reviews needs and characteristics of these students as well as suggestions for general teaching approaches. Subsequent sections are devoted to consideration of objectives, learning activities, resources, and materials for the following topics: art, English, writing, home economics, human studies, organizational studies, physical education, resource math, (with practical applications in everyday living situations),

basic math, science, social studies, American studies, and vocational education (for students with significantly below grade level reading). (CL)

ED 246 567 EC 162 755

Black, Robert S.

A Dynamic Equilibrium.

Pub Date—Oct 83

Note—5p.; Paper presented at the Annual Meeting of the National Association of State Directors of Special Education (Chicago, IL, October 30-November 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), *Disabilities, *Educational Trends, Elementary Secondary Education, Equal Education, *Special Education Identifiers—*Education for All Handicapped Children Act

The outgoing president of the National Association of State Directors of Special Education, (NASDSE), voices his concerns over trends in special education. He notes the lack of attention devoted to speech education in the most recent reports on the status of education, suggests the existence of a subtle attitude of complacency regarding achievements for handicapped children, and questions the possibility that compliance is equated with excellence. He fears that traditional questions of educational parity may be reduced to issues of simple lost-benefit criteria and that emphasis on evaluation may be used to rationalize reducing or eliminating P.L. 94-142, the Education For All Handicapped Children Act. (CL)

ED 246 568 EC 162 756

Anderson, Nancy And Others

Special Education Microcomputer Software Directory.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date—Aug 83

Note—1,236p.; The document was prepared by the Division of Special Education.

Pub Type—Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)

EDRS Price - MF09/PC30 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Disabilities, Elementary Secondary Education, *Instructional Materials, *Media Selection

Intended to help special educators select software appropriate for their classroom use, the directory contains evaluations of about 300 instructional software packages. An index lists titles by computer type and the following subject areas: computer literacy, critical thinking, grammar, life skills, literature, math computation, math problem solving, reading, science, speech and language, spelling, social studies, writing, and mixed. Other indexes provide access by minor subjects and reading level; subject and computer type by title; and software type, interest, and difficulty level. The bulk of the document consists of evaluation sheets on each software package. Evaluations include such information as software title, vendor and address, copyright date, reviewer's name and exceptionality taught, level and years of teaching experience of reviewer, subjects of software package, package contents, prerequisite skills or knowledge, levels of difficulty, interest level, such program characteristics as graphics and built in reinforcers, hardware requirements, strengths, weaknesses and operational problems, and an overall rating. Appended are lists of computer journals, computer books, and directories. A blank evaluation form is also appended. (DB)

ED 246 569 EC 162 757

Schuck, Dale H.

Participation in Goal Setting among Learning Disabled Children.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Goal Orientation, Intermediate Grades, *Learning Disabilities, *Mathematics, *Student Educational Objectives

An experiment involving 30 sixth graders with learning disabilities in mathematics tested the hypothesis that participation in goal setting enhances achievement outcomes. Ss received subtraction

training that included instruction and practice opportunities over several sessions. Some Ss set proximal performance goals each session, others had goals assigned, and others received training but no goals. Although proximal goals promoted motivation more than no goals, participation in goal setting led to the highest self efficacy and subtraction skill. It is suggested that participation in goal setting may help promote more active task engagement. (Author/CL)

ED 246 570 EC 162 758

Brazovich, Richard Kotting, Charles

A Description and Analysis of High School Special Education Programs as Perceived by Administrators, General and Special Education Teachers, and Special Education Students.

Oakland County Schools, Pontiac, Mich.

Pub Date—Feb 82

Note—64p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, *Disabilities, *High Schools, *Mainstreaming, *Program Effectiveness, Special Education Teachers, Student Attitudes, *Teacher Attitudes

Questionnaires were completed by 85 high school administrators, 87 high school special education teachers, and 103 general education teachers; and interviews were conducted with 48 special education students. Data are presented according to each sample group. Special education teachers responded to questions on such issues as courses taught, program effectiveness, desired class size, and specific strategies within the district related to mainstreaming. General education teachers voiced their perceptions of mainstreaming success, adequacy of support services, need for extra time to accommodate mainstreamed handicapped students, and effects of mainstreamed students on quality of instruction. Administrators responded to questions regarding their degree of responsibility in high school special education programs, time devoted to special education activities, and ranking of inservice topics. Students were asked about their experiences in regular classrooms, difficulties with other students, and suggestions to improve the special education program. Nine conclusions were drawn including the need for increased training in high school teaching for special education teachers assigned to high school positions, the importance of written goals and objectives for the secondary special education program, and the role of special education teachers in facilitating the acceptance of mainstreamed students. (Sample questionnaires are appended). (CL)

ED 246 571 EC 162 759

Eldridge, Marie D.

The NCES Commitment to Excellence.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—Jan 84

Note—14p.; Paper presented at the Annual Conference of the National Association of Private School for Exceptional Children (13th, Palm Beach, FL, January 26-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Disabilities, Educational Trends, Elementary Secondary Education, Private Schools, Special Education, *Statistical Data, Trend Analysis

Identifiers—*National Center for Education Statistics

The administrator of the National Center for Education Statistics (NCES) describes the mission of the center and discusses the types of information collected with relevance for special education. Noted are analyses of public and private sectors in elementary/secondary education on such topics as enrollment, graduates, faculty, expenditures and revenues by source, and teacher supply and demand. Among NCES publications that are described are the Digest of Education Statistics, a statistical abstract; the Condition of Education, a Congressionally mandated report; and Projections of Education Statistics. Additional reports on private schools and special education (such as the longitudinal study on high school and beyond) are considered, and major findings highlighted. (CL)

ED 246 572 EC 162 760

Glimps, Blanche E.

Increasing the Effectiveness of Parents of Handicapped Children: Selected Resources.

Pub Date—[84]

Note—14p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, *Disabilities, Elementary Secondary Education, *Emotional Adjustment, *Family Problems, Family Relationship, Parent Attitudes, *Parent Participation, Parent Teacher Cooperation

The paper reviews the effects of a handicapped child upon parents and families in terms of adjustment responses, stress, behavior and role change, divorce, economic functions, and general coping and support systems. Professionals desiring to enhance parent involvement must first be sensitive to the parent's emotional well-being and must be able to help parents deal with critical incidents involved in the child's care. The importance of empathy and trust is emphasized, as is the ability to convey clear and accurate information and referrals to appropriate resources. The paper concludes with an annotated bibliography listing 20 books and manuals describing approaches for working with parents. (CL)

ED 246 573 EC 162 761

Krause, Claire S.

Enrichment through Creative Arts.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-86586-150-1

Pub Date—84

Contract—400-81-0031

Note—92p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Art Activities, *Creative Development, Creative Writing, *Creativity, Dance, Drama, Elementary Education, *Enrichment, *Gifted, Individualized Instruction, Learning Activities, Poetry, Program Administration, Program Development, Resource Room Programs, *Talent

The CREST (Creative Resources Enriching Student Talents) Project, an enrichment approach for elementary gifted, talented, and creative students, is described. The project is explained to incorporate an interdisciplinary approach to instruction in art and science using resources within the community. Chapter 1 outlines the project philosophy, design, and goals for the program, teacher, and student. Identification is the focus of chapter 2 which covers such topics as screening tests, CREST talent search, planning and placement information, and providing information to parents. (Sample project forms are included). The third chapter addresses curriculum design, with emphasis on types I, II, and III enrichment activities (based on the Enrichment Triad Model—general exploratory activities, group training activities, and investigations of real problems). Typical elementary arts experiences are contrasted with the CREST enrichment approach. Administrative issues, including staff and consultative roles are explored in chapter 4, which also presents a management timeline. The fifth chapter provides instructional models for dance, drama, folk music, creative writing, and calligraphy. Planning individualized programs is the subject of chapter 6 which includes sample individual education plans and interest inventories. Chapter 7 focuses on evaluating creative behavior and offers sample rating scales in the areas of creative communication, drawing, folk music, modern dance, and poetry. A final chapter summarizes the kinds of changes in students who have participated in the CREST program. (CL)

ED 246 574 EC 162 766

Grovick, Bruce

Computers in Vocational Rehabilitation: Current Trends and Future Applications. Rehabilitation Research Review 17.

Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center; National Council on Rehabilitation Education.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—83

Contract—300-83-0006

Note—50p.

Available from—National Rehabilitation Information Center, The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 (\$7.50).

Pub Type—Reference Materials - Bibliographies (131)—Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Agencies, Computer Assisted Instruction, *Computer Oriented Programs, Counseling, *Disabilities, *Vocational Rehabilitation

The report reviews 86 documents (1966 to 1982) concerned with trends and applications of computers in vocational rehabilitation of the disabled. The literature is analyzed in four areas: the counseling process, agency management, training and education, and consumer concerns. Six recommendations resulting from the reviews are given such as the need for a study of the usefulness of existing computer-based occupational information systems in rehabilitation programs, the need to motivate vocational rehabilitation agency personnel to utilize desktop computers to assist in agency management activities, and the need for training rehabilitation personnel in computer sciences and information management. The annotated reference list is organized alphabetically by author within each of the four areas and includes information on title, source, date, publisher, and brief non-evaluative annotation. (DB)

ED 246 575 EC 162 767

Conte, Richard And Others

The Evaluation of the Calgary Learning Centre. Calgary Society for Students with Learning Difficulties (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—167p; For the Summary Report of this evaluation, see EC 162 768.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Consortia, *Demonstration Programs, Elementary Secondary Education, Exceptional Child Research, Intervention, *Learning Disabilities, Professional Development, *Program Effectiveness, Program Evaluation, *Staff Development

Identifiers—*Alberta (Calgary)

The report assesses activities and programs of the Calgary Learning Centre, a research-demonstration approach serving learning disabled students in Calgary, Canada. Four major areas of concern are addressed: (1) diagnostic and assessment tests and/or other techniques, (2) remedial learning programs, (3) other associated programs including parent groups and social skills groups, and (4) centre organization. Each of the centre's major thrusts are examined in separate chapters covering the following areas (sample subtopics in parentheses): the research program (studies of the instrumental enrichment parent training program, cognitive behavior modification and listening skills, auditory discrimination in depth, mathematics skills group, communications skills group, orienteering, and adolescent wilderness challenge program); the service program (evaluation of five major components—referral, initial interview, assessment, individual and group treatment programs, and followup); and public and professional education (learning disability resource library, and professional education credit and non-credit courses). Results of a questionnaire on the Learning Centre Model, including general agreement on the insufficient funding level, are cited. A concluding section focuses on three additional aspects: the mandate of teaching, research-demonstration, and service; the multidisciplinary nature of the Centre, and the consortium structure. (CL)

ED 246 576 EC 162 768

Conte, Richard And Others

The Evaluation of the Calgary Learning Centre. Summary.

Calgary Society for Students with Learning Difficulties (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—53p; For the full evaluation report, see EC 162 767.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, Elementary Secondary Education, *Learning Disabilities,

Models, *Program Effectiveness, Program Evaluation, Staff Development
Identifiers—*Alberta (Calgary)

The report summarizes evaluation findings on the Learning Centre, a research and demonstration centre of the Calgary Society for Students with Learning Difficulties. The report addresses evaluation of formal research projects (on such topics as instrumental enrichment with low achieving adolescents); pilot projects (such as an animation film program and a mathematics skill group); the diagnostic and treatment components of the service program; and the public and professional education program which provides credit, noncredit, and practicum courses, seminars, and workshops. Three points are made in a summary of evaluation findings: that the centre has developed pilot research programs of promise; that the centre has established clinical credibility in the community; and that the centre has made a valuable contribution in the area of public and professional education. Recommendations are offered for the research program, service program, public and professional education program, and for the learning centre model. (CL)

ED 246 577 EC 162 769

Powers, Patrick James

An Interdisciplinary Perspective of Providing Physical Education Experiences for Handicapped Children.

Pub Date—Oct 83

Note—12p; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Interdisciplinary Approach, *Physical Education, *Special Education

The paper is intended to help teachers and administrators understand the comprehensive nature of a physical education program for handicapped students. Unanswered questions identified by P.L. 94-142, The Education For All Handicapped Children Act, are noted. It is suggested that special and physical educators must communicate about programmatic and legal aspects, and that physical educators must adjust their teaching approaches and general philosophy to incorporate handicapped students. The importance of the multidisciplinary approach is emphasized. (CL)

ED 246 578 EC 162 770

Pratt, Rosalie Rebollo, Ed.

International Symposium of Music Education for the Handicapped: Complete Proceedings (2nd, Provo, Utah, August, 1981).

Report No.—ISBN-0-89917-376-4

Pub Date—83

Note—423p.

Available from—Frangipani Press, P.O. Box 669, Bloomington, IN 47402 (\$49.95 plus \$2.50 shipping).

Language—English; French

Pub Type—Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171)

Document Not Available from EDRS.

Descriptors—*Disabilities, Elementary Secondary Education, Emotional Disturbances, Language Arts, Learning Disabilities, Mental Retardation, *Music, *Music Education, Therapy

The text presents proceedings from an international conference on music education for handicapped persons. Eighteen papers are presented, along with summaries of clinics on such topics as music with autistic and emotionally disturbed children, music and learning disabled children, musical potential of the hearing impaired, and a multimedia strategy for developing rhythm and tonal competence. Papers address such topics as the arts in special education, current research on musical rhythm, music education and language arts, music as a tool for social acceptance, mainstreaming in music, responsive listening, transfer effects of music, development of linguistic auditory memory patterns, and music education and therapy with mentally handicapped adults. Papers are given in both English and French. (CL)

ED 246 579 EC 162 772

Sansone, Jan Zigmond, Naomi

Evaluating Mainstreaming in Urban Elementary Schools through an Analysis of Students' Weekly Schedules.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Apr 84

Grant—G008002227

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Education, *Enrollment, *Mainstreaming, School Organization, *School Schedules, Urban Schools

In a study of the mainstreaming practices of a large urban school district, schedules of 844 mildly handicapped elementary students were examined. Schedule appropriateness was defined by three factors: assignments of handicapped students to a fixed group of regular students, to a grade-appropriate group, and for the full sequence of scheduled instruction. In addition, school variables (such as total student enrollment and enrollment of handicapped students by grade) were analyzed. On the average, handicapped students were scheduled to spend very little time in regular education classes, with only 3% to 7% of students assigned to regular academic classes. More than one-third of the handicapped students were assigned to classes below their grade level. Further, only 39% of the handicapped students had assignments to all of their regular education classes that were for the full sequence of scheduled instruction. The only school variable found to be significantly related to appropriate schedules was total school enrollment, which was positively correlated with assignments for full instructional sequence. (CL)]

ED 246 580 EC 162 773

Petersen, Nancy Jo

Devaluation of Individuals with a Physical or Sensory Disability: Development and Social Cognitive and Social Psychological Variables.

Pub Date—Apr 84

Note—39p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, College Students, Higher Education, High Schools, *Moral Development, *Moral Values, *Physical Disabilities, *Student Attitudes

Developmental differences in attitudes toward physically disabled individuals were measured with an instrument requiring spontaneous responding and utilizing a systematic scoring taxonomy. Additionally, relations between attitudes, moral judgment development, and belief in a just world were explored. Forty high school freshmen and 40 seniors as well as 40 undergraduate college students read brief descriptions of individuals with a physical or sensory disability, rated each hypothetical individual on a series of items, and provided reasons for each rating. When reasons were scored for presence of devaluing responses, the three age groups did not differ in amount of devaluing. Within age groups, moral judgment scores (Defining Issues Test), scores on the Just World Scale, and scores on the Attitudes toward Disabled Persons Scale accounted for as much as 33% of the total variation in devaluing responses. The main effect for narrative (handicapping condition) was highly significant. (Author/CL)

ED 246 581 EC 162 774

Jackson, Robin, Ed.

Wessex Studies in Special Education, Vol. 3. King Alfred's Coll., Winchester (England).

Pub Date—83

Note—207p; For related documents, see ED 209 806 and ED 223 048.

Journal Cit—Wessex Studies in Special Education; v3 1983

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, Elementary Secondary Education, *Employment, Foreign Countries, Mental Retardation, Multiple Disabilities, *Program Development, Student Evaluation, Vocational Education
Identifiers—*Great Britain

The journal includes nine papers on special education topics in Great Britain as well as reviews of seven books dealing with handicapped individuals. Titles and authors of the papers are as follows: "The Role of the Paediatric Occupational Therapist in Helping Children with Special Needs" (J. Jenkinson and D. Swinney); "The Pathway Employment Scheme in Hampshire" (M. Ward); "Monitoring the Effectiveness of Services for Severely Handicapped People: Implications for Managerial and Professional Accountability" (A. Kushlick, D. Felce, and B. Lunt); "The Development of Programmes for Visually Impaired Mentally Handicapped Young People" (R. Brown); "The Dilemma of Post 16 Education for the More Severely Physically Handicapped Young Person" (J. Lones); "Curricular Change in the Special School: Responding to the Economic Recession" (R. Upward); "Meeting the Needs of Artistically Gifted but Disabled Young People" (V. Fethney); "Developing Further Education Provision for Handicapped Young People in Wiltshire" (C. Lillystone); and "The Old and the New—A Radical View: The Certificate in the Future Education and Training of Mentally Handicapped People" (B. Vickerman and J. Cronin). Book reviews focus on such topics as early education, the school to work transition, and teaching adolescents with learning difficulties. (CL)

ED 246 582 **EC 162 775**
Vanderheiden, Gregg C.

Comparison of Apple, Epson, IBM, and Other Microcomputers for Applications in Rehabilitation Systems for Persons with Physical Handicaps. Revision D.

Wisconsin Univ., Madison. Trace Center.

Pub Date—Feb 84

Note—95p.

Available from—Trace R and D Center, 314 Waisman Center, 1500 Highland Ave., Madison, WI 53706 (\$8.50 plus shipping).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Software, Elementary Secondary Education, *Microcomputers, *Physical Disabilities, Rehabilitation

The paper analyzes major microcomputer systems and their use in rehabilitation systems for persons with physical handicaps. Four categories of microcomputers are addressed: systems designed for home or school with emphasis on low cost, recreation, and educational software; general purpose microcomputers with applications in a large number of areas; systems primarily designed for business and professional applications; and hand-held or fully portable microcomputers. Characteristics of microcomputers as they relate to rehabilitation applications are described. Profiles are then presented by feature (such as size, weight, tape, input speed, cassette player control, disk capacity, memory, display), by weight and size, execution (bench mark tests), and cost. A review of desired characteristics in terms of input, feedback, ability to meet needs, and purchase and maintenance follows. Thirteen individual computers are then summarized and pictured. The report concludes with general guidelines for selection of computers. (CL)

ED 246 583 **EC 162 776**
Nuttall, Ena Vazquez, and Others

A Study of Mainstreamed Limited English Proficient Handicapped Students in Bilingual Education.

Vazquez-Nuttall Associates, Inc., Newton, MA. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Nov 83

Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Limited English Speaking, Mainstreaming, *Non English Speaking, Referral, *Special Education, Student Evaluation, Student Placement

Identifiers—*Bilingual Special Education
The study examined mainstreaming efforts for limited English proficient (LEP) handicapped students in a sample of 21 Local Education Agencies (LEAs). Directors and teachers from both the bilingual education and special education departments were interviewed, programs were visited and documents examined. The focus was on three main areas:

identification, assessment, and placement of mainstreamed LEP handicapped students; instruction of mainstreamed LEP handicapped students in bilingual education classrooms; and inservice training for staff involved in servicing these students. Among findings were the following: bilingual special education programs were rare for non-Hispanic LEP handicapped students; there was a shortage of bilingual support personnel; most LEAs referred students for special education assessments only after attempting to modify their regular bilingual education program; there was a serious shortage in bilingual assessment personnel; more than half of the LEAs used bilingual teams to make placement decisions; all LEAs reported meeting the required monitoring of individualized education programs; bilingual education teachers tended to use the regular bilingual education curriculum with both handicapped and non-handicapped LEP children; and there was insufficient coordination between bilingual and special education departments in planning and providing inservice training. Recommendations were offered regarding personnel development, inservice training, testing and screening, and the interface between bilingual education and special education. (CL)

ED 246 584 **EC 162 777**
Nussbaum, Nancy L.

Children's Learning Disabilities in Relation to Personality and Behavioral Characteristics.

Pub Date—Apr 84

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, Elementary Education, *Learning Disabilities, Neurology, *Personality Traits, *Student Characteristics

Personality/behavioral characteristics of empirically derived subgroups of learning disabled (LD) children (8-11 years old) were examined. A modified Halstead-Reitan battery was administered to 56 LD Ss. Their parents completed personality/behavioral measures. Ss' scores on 13 neuropsychological measures were cluster analyzed, and three subgroups were identified. Basically, it appeared that children in subgroup 1 exhibited the most severe and generalized deficits in performance; Ss in subgroup 2 showed a moderate degree of impairment and greater verbal deficits; and Ss in subgroup 3 exhibited the least amount of impairment with slightly greater deficits in visuo/spatial/motor functioning. Data from the Personality Inventory for Children and the Child Behavior Checklist were analyzed, and four dimensions identified. Results were discussed in terms of neuropsychological characteristics. (Author/CL)

ED 246 585 **EC 162 778**
Russell, Steven C. Williams, Ellen U.

Teachers of the Behaviorally Disordered: Discrepancies between Training and Perceived Needs.

Spons Agency—Bowling Green State Univ., Ohio. Graduate School.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, *Competence, Elementary Secondary Education, Learning Disabilities, Preservice Teacher Education, *Teacher Certification, *Teacher Education, *Teaching Skills

To determine discrepancies between teacher training for behavioral disorders and the actual competencies needed by practicing teachers of severely behaviorally handicapped (SBH) students, 167 public school administrators, regular educators, special education teachers and supervisors, and university teacher educators responded to a three-part questionnaire. Results indicated that all 27 competencies examined were deemed important to SBH teachers to possess, while several of these competencies, such as assessment, interactional programming, facilitation of students' social skills, assistance for students with medical problems, communication skills for parent/professional interaction, and the ability to mainstream students, may need additional

emphasis in training. Ss also indicated that SBH teacher training and certification should be separate from the program for learning disabilities. (Author/CL)

ED 246 586 **EC 162 779**
The EEN Triangle of Support: A Guide for Parents.

Revised Edition.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.—WSDPI-Bull-4294

Pub Date—Feb 84

Note—52p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Handicap Identification, Parent Materials, *Special Education, State Programs, *Student Evaluation, *Student Placement

Identifiers—Wisconsin

The handbook is designed to explain to parents of handicapped children in Wisconsin their roles and responsibilities in special education procedures of identification, evaluation, and placement. Specific aspects of Wisconsin state law are explained as well as federal statutes (P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973). The following aspects are addressed (sample subtopics in parentheses): identification (child find, screening, referral); evaluation (notification and permission); individual education plan development (contents); placement (notice of intent); disagreements (mediation, hearing or appeal process); complaints (state, federal, where to file); and due process (evaluation procedures, independent evaluation, least restrictive environment, complaints, hearings, confidentiality). A list of Wisconsin organizations for parents of handicapped children is followed by a glossary of approximately 85 terms. (CL)

ED 246 587 **EC 162 780**
Gill, Linda L.

Integrating Normally Developing and Handicapped Infants and Toddlers into a Child Care Program.

Northwest Center for Retarded, Seattle, WA.

Pub Date—Mar 84

Note—15p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care Centers, *Disabilities, *Early Childhood Education, Infants, *Mainstreaming, *Program Development, Program Implementation, Young Children

The paper describes issues in integrating handicapped children into early childhood education programs. Experiences of the Northwest Center Infant and Toddler Program (Seattle, Washington) are noted to illustrate philosophical considerations (particularly the isolation of handicapped children) and program planning and development issues. Beginning steps include a thorough review of the literature and needs assessment, identification of overall goals as well as components of children's services, family involvement, staff development, budgetary considerations, and program evaluation. Examples of the Northwest Center's approach to these aspects are offered. The values of incorporating tenets of early childhood education (such as focusing on the whole child and building self esteem) and of special education (such as setting individual goals, measuring progress, and programming for the individual child in the group) are stressed. (CL)

ED 246 588 **EC 162 781**
Marino, Roxanne P.

Secondary Public School Principals' Self-Ratings of Their Competency to Administer Special Education Programs.

Pub Date—May 84

Note—60p.; Master's Thesis, Slippery Rock University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Characteristics, Administrator Role, *Competence, *Disabilities, Inservice Education, *Principals, Secondary Education, *Self Evaluation (Individuals), *Special Education

Twenty-seven public school secondary principals

were surveyed regarding their self-ratings in competencies needed for administering special education programs. The questionnaire consisted of 11 competency statements and questions to reveal demographic profiles. Analysis of data indicated that 83% of Ss rated their performance "superior" to "good" in the areas of scheduling annual reviews for special education students and providing supportive services to meet special education teacher requests for assistance with exceptional student programs. The majority of respondents rated their performance as "good" in all competency areas, while they rated as "fair" their competence in inservice workshop development and participation. (CL)

ED 246 589 EC 162 782

Ito, Ryoko And Others
Condensation of Play Activity in Normal Children and a Mentally Retarded Child. RIEEC Research Bulletin, Working Paper Series.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Report No.—RRB-20
Pub Date—Nov 83
Note—18p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Mental Retardation, *Play, Preschool Education, Role Playing, *Social Development, Theories
Identifiers—El konin (D B)

Two studies were conducted with normal preschool and retarded children to examine D. Elkonin's theory that condensation of play activity occurs when social human relationships are reproduced in role play. Two types of condensation were hypothesized: reduction of repetition in a manipulation or in a small unit of sequential manipulations, and omission of unnecessary kinds of manipulations. Both studies verified Elkonin's theory in normal children as well as in a mentally retarded child. Findings suggested the importance of adults in facilitating the first transitional stage of play activity from mere reproduction of adult acts to reproduction of adult social relationship or role. (CL)

ED 246 590 EC 162 783

Combs, Maryann Ferrigno
Early Active Intervention upon Areas of Development in the Down's Syndrome Child.
Pub Date—10 May 84
Note—55p.; Master's Thesis, Queens College.
Pub Type—Information Analyses (070) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Downs Syndrome, Infants, *Intervention, Parent Participation, *Program Effectiveness, Young Children

The paper reviews 16 studies on the effectiveness of active early intervention for Down's Syndrome children. An introductory chapter explains the nature and etiology of Down's Syndrome and reviews terms such as development and intervention. Chapter 2 analyzes studies in terms of influence of various types of intervention on developmental outcome in motor, cognitive, and overall functioning. Chapter 3 deals with the interplay of such variables as parent involvement and age of Down's Syndrome child at intervention. A final chapter cites methodological limitations of the studies yet concludes that the majority of studies found that early intervention was effective. (CL)

ED 246 591 EC 162 799

Axner, Ulla
Children with Early Perceptual Functional Disturbances: A Follow-up during School Years.
Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Pub Date—Jan 84
Note—12p.
Journal Cit—School Research Newsletter; n1 Jan 1984
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Followup Studies, *Perceptual Development, *Perceptual Handicaps, Prevention
Followup was conducted on 39 students identified as at risk for perceptual disorders based on diagnosis in grade 1 and on 79 children in a control group. Procedures included comparisons between risk group and reference group on test results from grades 1-9, analysis of interviews and observations of the risk Ss, and case studies of risk Ss. Results

revealed that early perceptual disabilities need not be permanent or conducive to learning difficulties; that early supportive measures of a preventive nature can be effective; and that environmental factors are influential in the functioning and developmental opportunities of perceptually disabled pupils. Practical considerations in improving the school situation for pupils with perceptual disabilities are noted, including refined diagnostic instruments, improved personnel training, and greater stress on the value of prevention. (CL)

ED 246 592 EC 162 800

Veerman, Philip
Learning to Learn through Educational Therapy.
Pub Date—10 Apr 84
Note—17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (61st, Toronto, Canada, April 10, 1984).
Available from—Philip Veerman, Watteaustraat 17a 1077 zj, Amsterdam, Netherlands (\$2.00).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Disorders, Cognitive Development, *Educational Therapy, Elementary Secondary Education, Psychotherapy, *Reading Difficulties, *Tutoring
The presentation focuses on forms of therapeutic tutoring (particularly in reading) with children and adolescents. Developments in educational therapy at the Tavistock Clinic in London are cited along with efforts in the United States. Educational therapy approaches to deal with the school dropout program in Holland are also described. The approaches use principles of psychotherapy (including countertransference) as well as remedial teaching (use of a tutor as a model). Educational therapy stresses the capacity to learn, which should be considered developmentally. (CL)

ED 246 593 EC 162 801

Flugman, Bert And Others
Enhancing Vocational Opportunities for Handicapped Youth at Two-Year Colleges through In-Service Training.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-01-84
Pub Date—Dec 83
Grant—VEA-53-83-0307
Note—195p.
Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Accessibility (for Disabled), *Career Development, *College Students, Demonstration Programs, *Disabilities, Employer Attitudes, Employment, *Employment Potential, *Inservice Education, *Job Placement, Vocational Evaluation, Vocational Rehabilitation

The report describes a project designed to enhance the career development opportunities and employment potential of college students with disabilities. The project featured trained career/vocational job placement teams who were in direct contact with employer representatives from industry. Four conferences were held in 1983 and were attended by personnel from 2- and 4-year colleges. Proceedings of each conference compose the bulk of the document. Each of the conferences addressed a single major issue (sample subtopics in parentheses): assessment (assessing vocational interests and abilities, interpersonal competencies); accommodation and accessibility (enriching the information environment through computers, modifying the attitudinal climate of the college); development of a work history (internship programs, career development programs, a model independent living project); and job development and job placement (state of the art, new directions in research and practice, handicapped employment job banks). Remarks and comments by industry spokespersons for each of the conferences are also presented. (CL)

ED 246 594 EC 162 802

National Organizations Concerned with Visually and Physically Handicapped Persons. Reference Circular, No. 84-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—Nov 83

Note—29p.
Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*National Organizations, *Organizations (Groups), *Physical Disabilities, Services, *Visual Impairments

The circular lists approximately 75 organizations in the United States providing direct and informational services to persons with blindness and physical disabilities. Organizations are classified as nongovernmental (the bulk of the listings) or as federal agencies. Listings include information on title, address, telephone, publications titles and a brief description of the organization's functions. Entries are listed alphabetically by organizational name. It is explained that while the list is not intended to be comprehensive, it is representative of national level organizations. (CL)

ED 246 595 EC 162 803

Evaluating and Providing Feedback on the Effectiveness of Instruction for Handicapped Children Integrated in Inner-City Secondary Schools. Final Report.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]
Grant—NIE-G-80-0089
Note—443p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Managed Instruction, *Disabilities, *Individualized Education Programs, Mainstreaming, *Management Information Systems, *Microcomputers, Program Effectiveness, Secondary Education, Teacher Attitudes, *Teacher Role

The final report presents a quarter-by-quarter analysis of results in a project designed to develop and implement a microcomputer-based management system for resource room teachers of mainstreamed mildly handicapped secondary students. Information was to consist of updated daily records of instructional activities and of the individual student program in each subject area in both regular and resource classes. Quarterly reports address site development activities, computer systems information, data collection and analysis tasks, and computer software information. Teachers had access to an individualized education program system which enhanced daily lesson planning, and were trained to use two software programs: a reading assessment and progress evaluation program and a math assessment and tutorial program. Among major findings were that teachers were able to record and monitor student academic performances via microcomputers; that teachers readily accepted and used certain non-time consuming software programs; and that a math achievement software program contributed to significant achievement improvement of mildly handicapped middle school students. (CL)

ED 246 596 EC 162 804

Lockhart, Diana Brookover Jablonski, Eugene
Reduction of Disruptive Behaviors of a Hyperactive Profoundly Retarded Person.
Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date—Mar 83
Note—20p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 16-18, 1983).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, *Behavior Problems, Deaf Blind, *Multiple Disabilities, *Play, *Reinforcement, Severe Mental Retardation, *Toys

Identifiers—Self Injurious Behavior
Reinforcing contact with toys by providing chocolate milk odors, and tactile reinforcement helped to reduce the self injurious behaviors, feces smearing, and destructive behavior of a profoundly retarded deaf/blind hyperactive female. The underlying assumption of the approach was that increasing toy contact would result in improved alternative leisure skills. Twice daily toy contact sessions began with physical prompting. Results revealed that toy contact increased in duration for all phases of intervention and the need for physical prompts decreased. Although object contact time improved,

varied use of the object did not occur. (CL)

ED 246 597 EC 162 805

Kahn, James V. And Others

Effect of Object Preference on Sign Learning by Severely and Profoundly Retarded Children: A Pilot Study.

Spons Agency—Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date—Mar 83

Note—9p; Portions of this research were presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 16-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Operant Conditioning, *Severe Mental Retardation, *Sign Language, *Training Methods, Young Children

The study investigated the effect of object preference on the learning of signs by 12 severely and profoundly retarded children (4-7 years old). Signs were chosen that were two-handed, symmetrical, and abstract. Training of each sign consisted of 10 individual training sessions using operant techniques. Results revealed no differences in the learning of signs for preferred versus nonpreferred objects. Three possible reasons for the findings (small sample size, none of the objects were most highly valued, and the use of operant techniques) are offered. (Author/CL)

ED 246 598 EC 162 806

The Status of Handicapped Children in Head Start Programs. Ninth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

Pub Date—83

Note—70p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Clinical Diagnosis, Coordination, Demography, *Disabilities, *Handicap Identification, Mainstreaming, National Surveys, *Preschool Education

Identifiers—*Project Head Start

The report examines data on handicapped children in Project Head Start for 1980-81 (full year and 1980 summer program). Chapter 1 reviews background information on Head Start policies on services to handicapped children and diagnostic criteria for reporting handicapped children in Head Start. Chapter 2 discusses data from a survey of programs on number of handicapped children enrolled, types of handicaps (59% have been diagnosed as speech impaired) and severity of handicaps (21.5% of the handicapped enrollees have multiple handicapping conditions). The final chapter examines services provided to handicapped children: outreach and recruitment, diagnosis and assessment, mainstreaming and special services (those services provided by Head Start as well as other agencies), parent services (counseling, referral, meetings, home visits, transportation, workshops, etc.), training and technical assistance, coordination with other agencies, and summer programs. Appendixes include survey results by state or geographical entity, and tables showing the distribution of special services and educational programs broken down by handicapping condition. (CL)

ED 246 599 EC 162 807

Training and Model Exchange Project, 1983-1984. Council of Administrators of Special Education, Inc.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—84

Grant—G008200412

Note—102p; For earlier reports, see ED 226 524 and ED 236 812.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communication Disorders, Curriculum, *Demonstration Programs, *Disabilities, Educational Technology, Elementary Secondary

Education, Limited English Speaking, Staff Development, Student Placement, Vocational Education

The guide presents descriptions of 65 unique or exemplary special education programs in California, Colorado, Kansas, Montana, New Mexico, Utah, and Washington. Programs were identified through a peer nomination process. Entries include information on project title, target population, project description, process for evaluation or analysis and renewal, adoption requirements, funding requirements, and materials available. Each entry also includes the name of a contact person for further information about the program or practice. The following topic areas are represented (sample subtopics in parentheses): special curriculum (specially designed physical education, counseling and mental health services); technology (use of microcomputers, special education data management systems); least restrictive environment (cross-categorical programming, infant education, programs for rural areas); secondary and/or vocational education (career specialist/assessment program, instruction in rural districts); communication handicaps (experiential language/sensory integration); limited English proficiency (bilingual special day class); and personnel development (parent facilitator programs, resource network). (CL)

ED 246 600 EC 162 808

Sutaria, Saroj

Multisensory Approach to the Teaching of Reading to Learning Disabled Students: A Review of Research and a Case Study.

Pub Date—30 Jul 82

Note—19p; Paper presented at the Annual World Congress on Reading (9th, Dublin, Ireland, July 30, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Learning Disabilities, *Multisensory Learning, *Reading Improvement, *Reading Instruction, Research Methodology

Identifiers—*Fernald Method

The paper reports on multisensory approaches to reading instruction of learning disabled children. G. Fernald's "tracing" method, also known as the V-A-K-T method, is described and research questioning its effectiveness is cited. Next, the Adapted Fernald Technique (AFT) which requires the student to write, illustrate, read and reread his/her own typed stories daily, is described. A modification of the AFT is reported in which a fifth grade hyperactive child made notable gains in 5 weeks in reading, spelling, and story writing. The student's motivation for reading also increased. The applicability of multisensory approaches is considered. (CL)

ED 246 601 EC 162 809

Ihrig, Kristin Wolchik, Shariene A.

Observational Learning: Peer versus Adult Models and Autistic Children's Learning.

Pub Date—Apr 84

Note—18p; Paper presented at the Conference of the Western Psychological Association (Los Angeles, CA, April, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, Elementary Education, Expressive Language, *Modeling (Psychology), *Observational Learning, Peer Relationship

The study compared the effectiveness of peer and adult models in teaching an expressive language task to four autistic boys (9-11 years old). Ss had well developed imitative repertoires and some spontaneous language. Using a CBCB design, counterbalanced across modeling conditions and replicated across Ss, autistic Ss were taught to respond to questions involving common objects and actions. The effectiveness of teaching methods was assessed through rate of learning, generalization, and maintenance of correct responding. Results indicated that all four Ss learned through observing peer and adult models and that few, consistent differences occurred across the two modeling conditions. Also, the degree of generalization of responding was consistently high in both conditions. (CL)

ED 246 602 EC 162 810

Newman, Slater E. And Others

Braille Learning: Effects of Symbol Size.

Pub Date—Apr 84

Note—8p; Paper presented at the Convention of

the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Braille, *Learning Processes, *Letters (Alphabet), *Visual Impairments

Eighty sighted male Ss participated in a study to determine the effect of the size of the braille cell on the rate of learning the names for braille symbols of letters of the alphabet (A-J and K-T). Study size (standard or large braille), test size (standard or large braille) and item set (A-J or K-T) were manipulated in a study-test procedure (each of five study trials followed by a test trial). Results revealed that performance was facilitated by large braille symbols during test and study trials, particularly if symbol discrimination is difficult. Faster learning of the A-J than the K-T sets was evidenced. (CL)

ED 246 603 EC 162 811

Bowe, Frank

Employment Trends: 1984 and Beyond. Where the

Jobs Will Be.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—84

Grant—G008300010/01

Note—40p.

Available from—Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 (No. 1231, \$5.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Employment Opportunities, *Employment Projections, *Labor Market, *Success, Trend Analysis

The report examines current labor market statistics and makes projections regarding the types of jobs available in the future for handicapped workers. It is projected that 3 million disabled persons could be put to work before the end of the 1980's. An initial chapter considers difficulties in making projections and notes the positive potential of technology. Trends are then examined which are considered unlikely to come to pass, including massive employment for disabled persons in the computer industry, the reindustrialization of America, and the obsolescence of liberal arts as a course of study. The changing labor market is analyzed, and five areas of opportunity (general services, special services, sales, information services, entrepreneurship) are described in which people with severe physical, sensory, and mental disabilities are most likely to find and keep jobs. Personal characteristics, such as tolerance for routine, educational attainment, and inner vs. outer-directedness, are considered in terms of the five areas of opportunity. The final chapter describes steps for promoting success of disabled persons in private employment. Cooperation between disabled persons themselves, service agencies, other government agencies, and employers is stressed. (CL)

ED 246 604 EC 162 812

The Gifted and Talented Program Study. Division of Public Schools Analysis and Recommendations [and] Report of the Gifted and Talented Program Study.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date—Apr 84

Note—126p; Statistical tables in Appendix G are marginally legible. Selected commissioned papers have been analyzed; see EC 162 813-815. Prepared by the Bureau of Education for Exceptional Students.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum, *Definitions, Eligibility, *Gifted, *Minority Groups, Program Development, State Programs, Student Characteristics, Talent, *Talent Identification

Identifiers—*Florida

The report presents recommendations made by a panel of experts in gifted education regarding education for gifted students in Florida. Among recommendations are those for increasing minority representation in gifted programs, modifying the state definition to complement general intellectual ability with specific academic aptitude, using a multiple criteria matrix for eligibility decisions, and cre-

ating greater flexibility in program planning for gifted students. Specific recommendations for actions by the Florida Legislature, State Board of Education, Department of Education, and school districts are presented. A timeline from 1983-84 through 1987 is offered. The complete text of the report is included, with sections on the history of the study; findings regarding definitions; issues in screening, evaluation, and eligibility; aspects of programing and curriculum; and a discussion of program evaluation processes. Recommendations and implications of each section are presented. Among seven appendices are commissioned papers on such topics as an international perspective on gifted and talented programs, and characteristics of the home environment of potentially gifted minority children. (CL)

ED 246 605 EC 162 813

Frasier, Mary

Increasing Minority Representation in Programs for the Gifted and Characteristics of the Home Environment of Potentially Gifted Minority Children.

Pub Date—Apr 84

Note—19p.; A commissioned paper, contained in EC 162 812.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Elementary Secondary Education, *Gifted, *Minority Groups, Student Characteristics, *Student Evaluation, *Talent Identification

The paper examines difficulties in identifying and serving gifted minority students, especially Blacks. Approaches that have been tried and found unsuccessful (such as using preparatory programs to try to bring students' IQ scores to the acceptance level for program admission) are reviewed. Research is described on traits exhibited by gifted minority students, such as high nonverbal fluency and originality and imagery-rich language. Examples of gifted minority students are cited to illustrate difficulties in identification. Difficulties inherent in testing minority students are analyzed, and ways of using traditional instruments as part of multiple criteria are suggested. (CL)

ED 246 606 EC 162 814

Whitmore, Joanne Rand

The Challenge: To Nurture the Full Development of Potential in All Gifted Students.

Pub Date—Apr 84

Note—11p.; A commissioned paper, contained in EC 162 812.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, Elementary Secondary Education, *Gifted, *Intervention, *Talent Identification, *Underachievement

The paper presents basic information about gifted underachievers (UAGs). Terms such as "potential" and "underachievement" are defined and identification processes considered (parents' and teachers' roles are defined, and typical characteristics of UAGs noted). Causes of underachievement in gifted students are considered, including motivational problems, lack of environmental nurturance of intellectual potential, mild to severe handicaps, developmental delays, poor health, and specific or general academic skill deficits. Five program components successful in reversing underachievement are addressed: the teacher, the curriculum, the instruction, the peer group, and special services. Delivery models (self-contained classrooms, resource rooms, and regular classes with individualized education program support) are described. (CL)

ED 246 607 EC 162 815

Sisk, Dorothy

An International Perspective on Gifted And Talented Programs.

Pub Date—Apr 84

Note—10p.; A commissioned paper, contained in EC 162 812.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Education, Delivery Systems, Elementary Secondary Education, *Foreign Countries, *Gifted, Program Evaluation, *Talent Identification, Teaching Methods

The paper reviews programs for gifted students in various countries, with particular attention to definitions of gifted students, identification procedures, program offerings, and evaluation procedures. The

paper examines these aspects of programing in the following countries (sample subtopics in parentheses): Australia; the Union of Soviet Socialist Republics (specialized secondary schools for the academically as well as artistically talented); Bulgaria (national contests in music, dance, and theater); Poland; Venezuela (experimental open classroom for curriculum enrichment); Brazil (educational camps for the gifted); Indonesia (priority to development in science and technology); Israel (enrichment centers, services for gifted disadvantaged students); Taiwan (enrichment); and the United Kingdom (active role of the National Association for Gifted Children). Concluding comments focus on similarities of issues and program efforts across countries. (CL)

ED 246 608 EC 162 828

Committee on Emotionally Disturbed Children.

Illinois Commission on Children, Springfield.

Pub Date—Jan 81

Note—134p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Agency Cooperation, Definitions, Elementary Secondary Education, *Emotional Disturbances, Legal Responsibility, Professional Education, State Agencies, *State Programs

Identifiers—*Illinois

The report of the Illinois commission on Children focuses on the need for developing a comprehensive service plan for emotionally disturbed (ED) children (birth through 21). Emphasis was placed on a continuum of services from prevention to treatment. Findings and recommendations are listed on seven topics (sample subtopics in parentheses): children in need of services (there are no reliable data on the number of ED children in the state); public awareness and support of programs (only 46% of 112 agencies had programs to inform the public of the needs of emotionally disturbed children); legal mandates (there is a lack of specificity regarding legal responsibility for planning, coordinating, or insuring the provision of mental health services for minors); planning for a continuum in Illinois community programs; roles and responsibilities of public and private agencies (there is a lack of a statewide, comprehensive plan agreed upon by both public and private agencies); personnel preparation (state laws and job specifications regarding minimum training are ambiguous and non-specific); and evaluation, accountability, and dissemination (data are collected on a departmental, agency, or institutional level with minimal crossover among departments at the federal/state/community level). Chief among recommendations is a proposal for legislation to create a separate Division for Mentally Ill and Emotionally Disturbed Minors within the Department of Mental Health/Developmental Disabilities. (CL)

ED 246 609 EC 162 829

Gildner, Carol

Mainstreaming in Home Economics Classes: A Handbook for Home Economics Teachers Featuring Activity Learning Centers.

Pub Date—82

Note—112p.

Available from—Gildner Publishing Co., P.O. Box 558, Seabrook, MD 20706 (\$7.95 plus \$1.50 shipping, shipping paid on orders of five or more).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, *Home Economics, *Home Economics Skills, Learning Activities, *Learning Centers (Classroom), *Mainstreaming, Teaching Methods

The handbook is intended to help home economics teachers incorporate mainstreamed special needs students into their classes. Sample individualized education programs with home economics related goals and objectives are offered to illustrate the role of home economics instruction. General teaching suggestions (such as breaking down the task to small, sequential steps) are followed by examples of pre- and post-tests, vocabulary study and worksheets, competency charts, and a discussion of the learning center approach in home economics. Examples of learning center tasks (such as food and nutrition exercises and sewing and textile activities) are provided with information on objectives, directions, and evaluation. (CL)

ED 246 610 EC 162 830

Barringer, M. D. Kosal-Smith, C.

All Together Now! A Resource and Activity Guide for the Developmentally Disabled. Molehills Out of Mountains.

Pub Date—82

Note—37p.; The document has reduced print, parts are light.

Available from—You're Exceptional, 8313 Grayfield, Dearborn Heights, MI 48127 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Development, Cooking Instruction, Developmental Disabilities, Elementary Secondary Education, *Group Activities, *Language Acquisition, Learning Activities, Music Activities, *Severe Disabilities, Story Telling, Teaching Methods

The booklet presents large group activities designed for severely developmentally disabled individuals. Activities are intended to meet a wide variety of ages and developmental levels and to foster opportunities for student response and participation. The first section explains a large group format entitled circle time. Themes explored in circle time include classification, labeling, object functioning, and association. Next, music activities are used to teach cognitive, psychomotor, and affective objectives. Cooking activities are presented to emphasize language and cognitive as well as socialization and self-help skills. Storytelling ideas and suggestions for accompanying materials conclude the booklet. (CL)

ED 246 611 EC 162 863

Brunk, Phyllis

Independence for the Visually Handicapped through Technology.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, *Computer Science, Educational Technology, Elementary Secondary Education, Program Descriptions, Special Schools, *Visual Impairments

Visually handicapped students (10-19 years old) at the Nebraska School for the Visually Handicapped receive training on computer equipment for word processing, computer literacy, programming, and computer assisted instruction. Hardware and software used in the program include the Kurzweil Reading Machine, the VersaBraille system, Total Talk, and Braille-Edit. Eight levels of utilization are being developed: tutorial, computer literacy, prevocational education, personal use application, programming, career planning, word processing, and administration. Among the criteria affecting success in the computer technology program are knowledge of the keyboard and development of listening skills. Student case studies illustrate the program's success. Components of the program are outlined, equipment used in the program is listed, and the names and addresses of resources are provided. (SW)

ED 246 612 EC 162 864

Marks, Susan F. Casner, Mary W.

Pragmatics Generalized to a Special Education Center.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Disabilities, Elementary Education, Learning Activities, *Pragmatics, Program Descriptions, Special Schools

This paper discusses the implementation of pragmatic-oriented communication therapy at the Carl Sandburg Elementary Learning Center, a self-contained special education school. The pragmatic orientation emphasizes teaching of the communication process. It is proposed that by teaching an organization of discourse, students become more involved with, and learn to comprehend, the concept of communication. Among the goals of the pragmatic approach used with a group of 11- and 12-year olds were increasing language for specific purposes such as junior high school, and teaching students to in-

ate communication in a positive manner. Instructions for two activities are included. (SW)

ED 246 613 EC 162 865

Lutz, Margaret M.
Language Deficits in Children with Psychiatric Disorders: Educational Implications.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Emotional Disturbances, Expressive Language, *Language Handicaps, *Language Patterns, Multiple Disabilities, Short Term Memory

The study was designed to determine if there was an identifiable pattern of language deficit in 10 children (6 to 12 years old) undergoing treatment in a hospital inpatient psychiatry ward for behavioral and emotional problems. Ss were administered the standard hearing and speech clinic test battery which included the Binet Memory for Sentences, Token Test for Children, Expressive One Word Picture Vocabulary Test, and the Producing Words on Confrontation from the Clinical Evaluation of Language Function. Results showed difficulties in both word retrieval and short term memory for auditory information. Among the management strategies suggested were a self-contained classroom structure, and use of a speech/language pathologist. (SW)

ED 246 614 EC 162 866

Zabel, Robert H. And Others
Relationships between Job Conditions and Characteristics and the Professional Satisfaction of Special Education Teacher Educators.

Pub Date—Apr 84

Note—33p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Job Satisfaction, *Special Education, Surveys, *Teacher Characteristics

The way in which special education teacher trainees view their profession and the relationships between job satisfaction and certain personal characteristics and job related conditions were examined. Questionnaires were completed by 622 special education teacher educators. The questionnaire consisted of two major components—questions pertaining to personal, professional background, and demographic information; and items reflecting job satisfaction. Program variables found to relate to job satisfaction were categorical/noncategorical type of program, degree emphasis, number of students, urban/suburban/rural location, social/community conditions, and geographic location. Personal variables investigated were age, sex, and marital status; rank, tenure, and salary; and experience in higher education and years in present position. Job satisfaction was found to be influenced by both job conditions and personal characteristics. Among results was that salary was the only variable to significantly influence ratings on all five job satisfaction factors. Tables with factors relating to job satisfaction are included (SW)

ED 246 615 EC 162 867

Lee, Marjorie W.
Does It Make a Difference? The Influence of Short-term Inservice Training vs On-going Inservice Training on the Attitudes about the Handicapped, the Knowledge of PL 94-142, and Teaching Behaviors of ECE Teachers.

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, *Inservice Teacher Education, *Knowledge Level, Preschool Education, Special Education, *Teacher Attitudes, *Teacher Workshops, *Teaching Methods

The study compared the effects of on-going versus short-term training on attitudes, knowledge, and practice of two groups of 40 early childhood teach-

ers. A review of the literature suggested the superiority of the on-going training approach. It was hypothesized that preschool teachers receiving on-going training would have more positive attitudes about mainstreaming, and more knowledge of the law (specifically, P.L. 94-142, the Education For All Handicapped Children Act), and would demonstrate more frequent use of appropriate teaching behaviors than preschool teachers receiving short term training. Half of the preschool teachers worked with Head Start where they received on-going training and half in day care programs where they received short-term workshop training. Results indicated that the on-going training group had more positive attitudes, a greater knowledge of the law, and more positive teaching behaviors. (DB)

ED 246 616 EC 162 868

Casner, Mary W. Marks, Susan F.
Playing with Autistic Children.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, Children, *Peer Relationship, *Play Therapy, Program Descriptions, *Program Development, Toys

The paper looks at the development of a play group for autistic children with descriptions of the autistic population, the daily program, the program's philosophy, the play group model, and actual lessons. Children, who ranged in age from 5 to 9 years, often chose activities which were self-stimulating and/or repetitive. The daily program included daily motor, lunch, and recess periods to offer a chance to mainstream the children into a group of multiply handicapped students; academics; and therapy and speech/language services on an individual or small group basis. The play group was designed to facilitate any positive social interactions, either verbal or nonverbal. Play-group design allowed the clinician to structure activities to accommodate the child's level of functioning. Toys were selected for a play group lesson with consideration of four features—reality, structure, responsiveness, and functional complexity. (A sample lesson plan for three therapy sessions is offered). At the end of the program year, children were demonstrating many modeled interactions not seen in the early stages of the play group. (SW)

ED 246 617 EC 162 869

Glimps, Blanche E.
Helping the Helpers: Increasing Parent Involvement.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Family Problems, *Family Relationship, Parent Participation, *Social Services, Stress Variables

The paper looks at the effect of a handicapped child on the family; the effectiveness of providing supportive assistance to such families; and strategies, techniques, or models for providing aid. The complexity of a parent's reactions to the birth of a handicapped child is pointed out, and family characteristics (such as poor health of the mother) which influence stress are considered. The framework of the family structure which includes a handicapped child is examined. Guidelines for Helpers (individuals who aid the family) in identifying family needs are offered. Noted among important qualities for Helpers are the ability to provide emotional support and ability to act in various roles including teacher and role model. Techniques and strategies for helping are seen to include developing an empathetic approach and addressing the family's informational needs using understandable terminology. (SW)

ED 246 618 EC 162 870

Kreger, Linda R. Kreger, Robert D.

A Systematic, Developmental Approach for Identification, Assessment and Intervention of Psycho-Social Problems in Children.

Pub Date—Apr 84

Note—79p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Developmental Stages, Elementary Secondary Education, *Emotional Disturbances, *Intervention, *Models, *Student Evaluation, Theories

The Kreger Model is a developmental approach to the identification and assessment of, and intervention with, emotionally disturbed children. Principles fundamental to a developmental paradigm are outlined, and assumptions fundamental to the Kreger Model pointed out. It is explained that the Kreger Model is a direct response to criteria which include a method to evaluate the quantitative and qualitative aspects of the child's psychological functioning. Using an integration of the major works in emotional, social, and cognitive development, the authors describe the construction and purposes of the model. An assessment instrument, based on the model, is discussed in terms of styles of behavioral patterns, and use of observational techniques. The model is also considered for facilitating emotional, social, and related cognitive functioning. It is explained that after assessing the child's functioning in the various areas and obtaining a summative profile of his baseline abilities, the starting point for meeting needs and for the interventions is pinpointed. Directions for using the intervention design are given along with a verbatim description of the suggested programmatic interventions to be used with a disturbed child. Also provided are guidelines for using the model in designing individualized educational plans, and for record keeping and monitoring progress. (SW)

ED 246 619 EC 162 871

Donnelly, Barbara And Others
A Comparison of Maternal, Paternal and Diagnostic Evaluations of Typical and Atypical Infants.

Pub Date—Apr 84

Note—29p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Rearing, *Clinical Diagnosis, *Disabilities, Fathers, Infants, *Mothers, *Parent Attitudes

The study, involving 15 nonhandicapped and 15 handicapped infants, investigated parental estimates of infant developmental functioning as a function of parental attitudes. Examined was the relationship between source of evaluation (mother, father, diagnostician), infant temperament category, and factors of maternal attitude (such as appropriate vs. inappropriate control of child's aggression). Among findings were that all three sources of evaluation agreed on the relative order of infants by mental age; the childrearing attitudes of mothers of handicapped infants were more inappropriate than the attitudes of mothers of nonhandicapped children; the maternal and paternal reports of all Ss' capabilities yielded significant underestimation of infants' mental ages when compared to diagnostic evaluation; and that infant temperament did not differentially influence parental perceptions of competencies. (SW)

ED 246 620 EC 162 872

Mastropieri, Margo A. Scruggs, Thomas E.
Memory Strategies for Learning Disabled Students.

Pub Date—Apr 84

Note—16p; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Disabilities, Learning Strategies, *Mnemonics

Identifiers—Keywords

The use of the "keyword" method as a tool for improving memory in learning disabled students is explained. The keyword method consists of two stages: an acoustical link stage and a stage in which the student is provided with a picture of the keyword interacting with the appropriate response term. The method can be modified for use in vocabulary instruction, instruction in the content areas, and attribute learning. Another memory strategy combines keywords, pegwords, and a method of loci for remembering numbered or ordered information

between the number 10. Several mnemonic illustrations are included. (SW)

ED 246 621

EC 162 873

Sutaria, Saroj

Education and Training of Children and Adults with Special Needs: An Indian Perspective.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Delivery Systems, Developing Nations, *Disabilities, *Foreign Countries, *Human Services, Program Descriptions

Identifiers—*India

Government documents, brochures and annual reports of private agencies, and a taped narrative were reviewed to examine the educational and training needs of handicapped children and adults in India. The investigation centered around five questions: Who are the handicapped and how are they defined? What methods are used to identify them and assess their needs? What are the basic objectives of the services being provided and how are they delivered? What qualifications are required of professional staff? What lies ahead for the handicapped in India? A number of government centers, institutes, and training programs were briefly described including the National Institute for the Visually Handicapped, The National Institute for the Orthopedically Handicapped, and 13 vocational rehabilitation centers established by the Ministry of Labor. Listed were the benefits available through India's different ministries and departments of the central government. Also considered was the Grants-in-Aid Program which provides financial assistance to voluntary social welfare agencies. In addition, five private facilities in Bombay were examined. (SW)

ED 246 622

EC 162 874

deVincentis, Sarah

Lekotek: Swedish Play Intervention for Handicapped Children.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Human Services, Preschool Education, Program Descriptions, *Special Libraries, *Toys

Identifiers—*Toy Lending Libraries

The Lekotek, a toy-lending library program for mentally retarded children which started in Sweden, has expanded to serve families with disabled children in Evanston, Illinois. The Lekotek procedure involves a parental interview to determine the child's needs and family visits in which a Lekotek leader has a one-hour session with the child and then with the family together. The Evanston library contains approximately 3,000 toys and materials in such areas as fine motor, gross motor, and infant stimulation. Other Lekotek functions include a parent support group and assistance to preschools in successful integration. The Lekotek is privately funded. (SW)

ED 246 623

EC 162 875

Stanovich, Paula J. Stanovich, Keith E.

Teaching Sign Language to Hearing Impaired-Mentally Retarded Students.

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Hearing Impairments, *Language Acquisition, Manual Communication, *Mental Retardation, *Multiple Disabilities, Program Descriptions, *Sign Language, Teaching Methods

Students with the dual handicaps of hearing impairment and mental retardation display special problems in language acquisition. These problems do not appear to have been addressed by curricula

that have been designed for either of the single handicap groups. Since specially designed curricula for this population are virtually nonexistent, a program that was developed to teach sign language to hearing impaired-mentally retarded students is described. The development of the program was based on a scientist/practitioner model of education. A rationale for the choice of a sign system (Signed English) is described. Teaching method suggestions, record keeping ideas, and sample teaching activities are discussed. Attention is drawn to the problem of family member involvement in programs of this type. (Author)

ED 246 624

EC 162 876

Goduto, Susan Soby, Stanley F.

The Changing Role of the Special Education Teacher...from the Classroom into the Community.

Pub Date—Apr 84

Note—7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, Community Programs, *Group Homes, Professional Education, *Severe Mental Retardation, *Special Education Teachers, *Staff Role

The paper gives a brief history of group homes for the severely handicapped, and describes a preservice/in-service training program developed for group home staff. The changing roles of the group home manager/special education teacher are seen to include personnel manager of paraprofessional and support staff, physical plant manager, pre- and in-service trainer, and vocational specialist. The use of competency based certificates is advocated as an approach to training group home managers. (SW)

ED 246 625

EC 162 877

Swain, Caroline H.

Interagency Relationships: A Systems View of Cooperation and Conflict in Providing Services for Severely Emotionally Disturbed Children.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Coordination, Elementary Secondary Education, *Emotional Disturbances, Informal Assessment, Mental Health Programs, *Systems Approach

A systems perspective is offered of cooperation among various agencies providing educational and related services to severely emotionally disturbed children. The systems view is described in terms of interfaces of four subsystems which exist in each agency—structural, technological, human, and communication. The structural interface involves funding arrangements and written agreements. The specialized expertise of educational and mental health professionals are considered as the technology interface. The human interface includes exchanges between people in agencies; while the communication interface deals with the exchange of information between agencies. The Assessment Survey of Interagency Relations is offered to identify the factors which are seen as helping or hindering cooperation between the educational and mental agencies. (SW)

ED 246 626

EC 162 878

Kosberg, Bernie And Others

Andrus Instructional Management System: Identifying School Behavior Problems.

Pub Date—Apr 84

Note—6p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Computer Assisted Instruction, *Educational Assessment, Elementary Education, Emotional Development, *Individualized Education Programs, Interpersonal Competence

Identifiers—*Identifying School Behavior Problems Program

The Identifying School Behavior Problems pro-

gram is a computer based system for developing and implementing individualized education plans for the social-emotional skills area. Designed for use with troubled children, the program systematically leads the teacher through processes of assessment, instruction, and recordkeeping using a menu system of selection. Detailed information is organized in such a manner as to facilitate the in-class management of the children, and in addition, to train teachers in methods and techniques found effective in modifying aberrant behaviors. The paper describes the system, and its development, use, and benefits. A sample student evaluation and resources are also provided.

ED 246 627

EC 162 879

Vasa, Stanley F. And Others

Guide for Effective Utilization of Paraprofessionals in Special Education.

Nebraska Univ., Lincoln. Dept. of Special Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Special Education Section.

Pub Date—Apr 84

Grant—#5-341-321-01

Note—53p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Legal Responsibility, *Paraprofessional School Personnel, Program Development, Special Education, *Teacher Aides, Teacher Role, Teamwork

Identifiers—*Nebraska

The paper provides guidelines for establishing and operating teacher aide programs in special education. Chapter I considers legal aspects of using paraprofessionals with emphasis on the stance of the Nebraska Professional Practices Commission. A second chapter outlines the roles and duties of teachers and aides, offers sample job descriptions for teacher aides, and describes guidelines for effective team relationships. A final chapter discusses the special education paraprofessional program in terms of administration, training, supervision, and evaluation of personnel. It is concluded that paraprofessionals play an important role by providing an opportunity for differentiated staffing and thereby enabling more productive and efficient use of professionals. Appended are evaluation instruments and check lists and sample records keeping forms. (SW)

ED 246 628

EC 162 880

Rogow, Sally M.

Intention, Interaction and Language Development in Blind and Visually Impaired Developmentally Delayed Young Children.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blindness, *Communication (Thought Transfer), *Developmental Disabilities, *Infants, *Interaction, *Language Acquisition, Multiple Disabilities, *Visual Impairments

The study involving two visually impaired developmentally delayed infants, investigated the role of child/adult interaction in eliciting intentional (goal-directed) communicative behavior. It was hypothesized that child/adult interaction would increase the child's awareness of how his or her actions influence adult behavior and would lead the child to discover strategies of encoding objects and actions in gestures and vocalizations. Three aspects of child/adult interactions were examined over a 2 1/2 to 3 year period: (1) frequency of reciprocal interaction during play, (2) child responses to adult requests, and (3) spontaneous verbalization. The data were consistent with the hypothesis. Reciprocal interaction seems to increase the child's awareness of himself or herself as an active participant in social interaction, capable of influencing and directing adult behavior. (SW)

ED 246 629

EC 162 881

Miller, Denise T.

Classroom Control through Manual Communication: The Use of Sign Language with Behavior-

ally Disordered Children.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Classroom Techniques, Elementary Education, Finger Spelling, *Sign Language

Sign language with verbal behaviorally disordered children is an alternative mode of communication for helping to maintain behavioral control. Also, fingerspelling is used to teach letter-sound association, particularly with vowels. The use of signs in the classroom reduces unnecessary conversation and expands on simple cues and signals most teacher already use. It appears that the kinesthetic value of sign language and fingerspelling assists in the educational process of remediating learning problems. Manual communication increases opportunities for improved self esteem, attention, on-task behavior, communication, and academics. In addition, there is a motivational aspect of curiosity and novelty with the students, enhancing the purpose and results of signing. (Illustrations of signs for direction words, basic concept words, numbers, and "other" words are included). (Author/SW)

ED 246 630

EC 162 882

Hanson, Janice L. And Others

Developmental Calendar: Early Intervention Parents Join in Charting Child Progress.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Disabilities, *Informal Assessment, *Parent Participation, Preschool Education, *Recordkeeping

The paper describes a data collection system to record children's progress and to encourage parents of young handicapped children. The system consists of a calendar with blank spaces in which parents place stickers listing developmental behaviors and record comments about their child. The approach has four main objectives: to supplement developmental information gathered with available tools, to increase parent participation in documenting child progress, to provide an unobtrusive method of documenting development, and to provide attainable goals and useful observations for children with severe handicaps. Data from testing the assessment system with 11 sets of parents and their preschool children show that the calendar with stickers provided a motivating system for the parents and encouraged them to record other information as well. Comments for parents are appended. (SW)

ED 246 631

EC 162 883

D'Antoni, Alice And Others

Learning Strategies: Secondary LD Students in the Mainstream.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Mapping, *Learning Disabilities, *Learning Strategies, Reading Comprehension, Secondary Education, *Study Skills, Teaching Methods

Identifiers—Advanced Study Guide Technique, Multipass, SQ3R Study Formula

The paper presents four learning strategy techniques—the SQ3R method of study, the Multipass Strategy, the Advanced Study Guide Technique, and Cognitive Mapping—for use with secondary level learning disabled students. The SQ3R method involves the five steps of survey, question, read, recite, and review. An adaptation of the SQ3R method, the Multipass Strategy enables students to familiarize themselves with main ideas and organization of a textbook chapter and to gain specific information and facts without reading the chapter from beginning to end. In the Advanced Study Guide Technique students use highlighting pen and index cards to foster a more active study procedure. Cognitive (or semantic) Mapping structures the information in graphic form to help perceptual com-

prehension as well as verbal comprehension. (SW)

ED 246 632

EC 162 884

Richards, Regina G.

Innovative Right Brain Teaching Techniques.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cerebral Dominance, Elementary Secondary Education, *Learning Disabilities, *Teaching Methods

The significance of research on hemispheric differences for working with the learning disabled child is considered. Several methods for assessing a student's hemispheric preference are reviewed. It is suggested that the curriculum include teaching strategies that address both left and right brain functioning. Techniques for involving both hemispheres are noted to involve mnemonics, metaphors, mind-maps, music, visual strategies, imagery, and positive suggestions. Charts, illustrations, tables, and lists regarding lateralization and teaching techniques are included. (SW)

ED 246 633

EC 162 885

Rourke, Jane Davis Mitchell, Marjys M.

Occupational Therapy and Special Education: Team Approach to Prevocational Services.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Federal Legislation, History, Occupational Therapists, *Occupational Therapy, Program Descriptions, Secondary Education, Vocational Education

Since passage of P.L. 94-142, the number of occupational therapists being employed in public schools is increasing significantly; the implications of this trend for special education are considered. Legislation regarding occupational therapy is reviewed, particularly regarding the use of occupational therapy in the school system. Several models of service delivery are examined, including direct service, consultation, itinerant, and school/center based. Three major functions of occupational therapists in vocational readiness programs are mentioned—assessment of students, task/job analysis and evaluation of adapted equipment and environment. Finally, the program developed in one North Carolina school system to provide an effective vocational readiness program to mentally handicapped students is described. (SW)

ED 246 634

EC 162 886

Zentall, Sydney S. And Others

Effects of Color Stimulation and Information on the Copying Performance of Attention-Problem Adolescents.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Attention Deficit Disorders, *Behavior Theories, *Hyperactivity, *Stimulation, Time on Task

Identifiers—*Optimal Stimulation Theory

The optimal stimulation theory (which proposes that hyperactive children are more readily underaroused than nonhyperactive children and should thus derive greater gains from stimulation added to repetitive copying tasks than comparisons) was tested with 16 adolescents, rating high on attention and behavior problems, and 16 controls. Matched pairs were randomly assigned to treatment order (high stimulation colored letters followed in two weeks by low stimulation black letters or the reverse order) and to level of information (stimulation added to difficult letter parts or added to random letters), counterbalanced for treatment order and level of information within each order. In support of the theory and analogous to stimulant drug effects, the major findings indicated that hyperactive adolescents performed better with high stimulation task

stimuli than with low stimulation stimuli relative to the opposite performance pattern of controls. Differential responding was significant for experimental but not control children. (Author/SW)

ED 246 635

EC 170 027

Rivera, Klaudia

State of the Art in Bilingual Special Education.

Final Report, 9/3/81-9/2/82.

Latino Inst., Reston, Va.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Oct 82

Grant—G008100278

Note—117p.; The work was developed through the Research Division.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Delivery Systems, *Disabilities, Elementary Secondary Education, *Hispanic Americans, *Limited English Speaking, Student Evaluation, Student Placement, *Teacher Education, *Test Bias

This monograph presents a synthesis of information on the education of Hispanic handicapped children. The problem is set forth in Chapter 1 which also covers approaches used to obtain information on issues and trends in the field. Assessment issues are focused on in Chapter 2 which reviews basic assumptions underlying assessment as well as criticisms of testing practices, discusses criteria for non-biased assessment, and explores alternatives to standard testing procedures (such as culture fair tests). A chapter on language assessment addresses such topics as cognitive learning style, examiner characteristics, and teacher attitudes. Placement litigation touching on over- and under-representation of minorities in special education is reviewed in chapter 4 which also presents standards for placing limited English proficient students. Training issues and statements of teacher competencies are highlighted in the fifth chapter's discussion of personnel preparation. Issues in the delivery of services including the controversy over native vs. English-language instruction and linguistic considerations, are examined in chapter 6. A concluding chapter points out areas of information gaps (assessment, personnel preparation, delivery of services) and considers topics in need of research. (CL)

ED 246 636

EC 170 028

Seibert, Jeffrey M.

The Relationship between Sensorimotor Development and Communication in the Young Severely Handicapped Child. Final Report.

Mailman Center for Child Development, Miami, Fla.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Mar 82

Grant—G007802091

Note—37p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Cognitive Development, *Communication Skills, *High Risk Persons, Infants, *Language Acquisition, Motor Development, Prediction, *Test Construction, Test Reliability, Test Validity, Young Children

Identifiers—*Early Social Communication Scales

The report describes the development and field testing of the Early Social-Communication Scales (ESCS), a measure intended to reflect developmental dimensions of the at-risk infant's and toddler's adaptive interactions. The ESCS was designed to assess three major communicative functions (social interaction, joint attention, and behavior regulation) and to be conceptually linked to the sensorimotor/cognitive stage model. Results revealed substantial validation from the cross-sectional data analysis in conjunction with an adapted version of the Uguzis-Hunt Scales. The social and cognitive measures were found to be relatively independent of such non-cognitive factors as age and level of motor development. It is asserted that such a model can be used to predict learning readiness. (CL)

ED 246 637

EC 170 029

Kratochwill, Thomas R. Cancelli, Anthony A.

Nonbiased Assessment in Psychology and Education. Volumes I and II. [Final Report].

Arizona Univ., Tucson. Coll. of Education.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Nov 82

Grant—G008100160

Note—603p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Evaluation Methods, History, Minority Groups, *Psychology, *Special Education, *Student Evaluation, *Test Bias, Testing, *Testing Problems, Test Interpretation, Test Use, Test Validity

The document presents findings from a comprehensive review of the literature on the topic of nonbiased assessment. An introductory chapter describes the review's conceptual framework. Chapters 2 through 9 present analyses of the following major aspects of the topic (sample subtopics in parentheses): historical perspectives (ancient influences, nineteenth century developments, the emergence of differential psychology); conceptual models of human functioning (seven models of human behavior that influence contemporary assessment practices); technical test bias (implications of validation theory, external and internal construct bias); situational bias in psychological assessment (test-wiseness, examiner sex and race, motivational factors); outcome bias (prediction of specific outcomes, selection versus intervention, a variety of selection models); proposed alternatives to traditional assessment (culture-reduced testing, renorming, adaptive behavior assessment, Piagetian assessment procedures, learning potential assessment, clinical neuropsychological assessment, behavioral assessment strategies); ethical and legal considerations related to nonbiased assessment of children with learning and behavior problems (moral principles, invasion of privacy, consent, access to records, issues in intervention); and the influence of professional organizations on assessment bias (positions of various professional groups regarding testing/assessment practices). A final chapter summarizes the state of the art, considers implications for decisionmaking in special education, and offers guidelines for practice. (CL)

ED 246 638

EC 170 031

Bullard, Jennie Knapp

Factors in Mainstream Decision Making. [Final Report].

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—82

Grant—G008101059

Note—105p.; Ph.D. Dissertation, Pennsylvania State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Administrator Role, *Behavior Problems, Elementary Education, *Learning Disabilities, *Mainstreaming, Mathematics Achievement, Parent Participation, *Participative Decision Making, Reading Achievement, *Staff Role, Teacher Participation, Teamwork

The dissertation reports on a study which examined the mainstreaming practices and decisionmaking processes used in Pittsburgh Public Schools' elementary schools and investigated whether learning disabled (LD) students assigned to mainstream academic classes differed academically and behaviorally from non-mainstreamed LD students. The study was conducted in two phases: (1) selection and assessment of a sample of mainstreamed and non-mainstreamed students (grades 2, 3, and 4), and (2) an examination of mainstreaming decisionmaking processes through the use of a structured interview with school personnel. Students were administered a battery of academic and behavioral instruments and teachers reported on behavior problems. Ss were further compared with non-mainstreamed peers. Results of achievement data indicated little difference in reading scores or mainstreamed and non-mainstreamed second graders, although differences increased markedly with increased grade level. There was a large number of non-mainstreamed Ss who possessed behavioral attributes reported to be needed for mainstreaming but who were not mainstreamed. Structured interviews in phase 2 revealed that mainstreaming decisions were based on academic and behavioral strengths and weaknesses and identified patterns of participation by teachers, administrators, parents, and support staff in educational planning team meetings. Findings indicated high participation levels for special education teachers and administrators

but low levels for regular educators and support personnel. (CL)

ED 246 639

EC 170 033

Hart, Verna Ferrell, Kay

Effects of Binaural Sensory Aids on the Development of Visual Perceptual Abilities in Visually Handicapped Infants. Final Report, April 15, 1982-November 15, 1982.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—15 Feb 83

Grant—G008200054

Note—75p.; Appendixes B and C have been removed.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attention, Congenital Impairments, Infants, *Multiple Disabilities, *Sensory Aids, *Visual Acuity, *Visual Impairments, *Visual Perception, Visual Stimuli

Twenty-four congenitally visually handicapped infants, aged 6-24 months, participated in a study to determine (1) those stimuli best able to elicit visual attention, (2) the stability of visual acuity over time, and (3) the effects of binaural sensory aids on both visual attention and visual acuity. Ss were dichotomized into visually handicapped only and multi-handicapped groups for purposes of analysis. Results indicated that visually handicapped only infants spent more time attending to stimuli, but no preference was shown by either handicapped group for type of stimulus or method of presentation. In addition, Ss improved on the visual acuity measure over an 8-week period, regardless of handicapped group or an 8-hour exposure to binaural sensory aids. Finally, a disordinal interaction occurred among binaural sensory aid, stimulus type, and handicapped group; and mere exposure to the binaural sensory aid without specific training was judged not to be effective in a program of visual efficiency training for infants 6-24 months old. Visual stimulation procedures as utilized with older visually handicapped children are questioned as applied to infants 6-24 months old. (Author)

ED 246 640

EC 170 036

Mick, Delores Bell

Assessment Procedures and Enrollment Patterns of Hispanic Students in Special Education and Gifted Programs. Final Report, January 1, 1981-April 30, 1982.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jun 82

Grant—G008100031

Note—247p.; Ph.D. Dissertation, Ohio State University. For a paper summarizing this report, see ED 235 238.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Enrollment Trends, *Gifted, *Hispanic Americans, Mexican Americans, Puerto Ricans, *Student Evaluation, *Student Placement, *Test Bias

The study examined issues involved in nondiscriminatory assessment and special education placement of Hispanic exceptional students. Literature is reviewed on three aspects: proportionate representation of Hispanic students in special and gifted placements, assessment procedures used (specifically, modifications and alternatives in testing), and major differences among three major Hispanic subcultures (Mexican American, Puerto Rican, and Cuban American). The development and revision of a 35-item questionnaire on nondiscrimination in evaluation for Hispanic students and on proportionate numbers in special and gifted programs are described along with information on its completion by 101 administrators of special education in four states (Texas, New Mexico, Florida, and Massachusetts), and two cities (Philadelphia and New York). Findings are discussed in terms of Hispanic enrollment patterns and protection in evaluation procedures (with summaries of such accommodations as those for language dominance and language proficiency, culture fair tests, criterion referenced measures, and activities to improve Hispanic students' test taking skills). Among conclusions reported are that contrary to findings of other research, a majority of local educational agencies

proportionately enrolled Hispanic students in special education as a whole, and to a lesser extent, in programs specifically for learning disabled and educable mentally retarded students; Hispanic students were grossly underenrolled in gifted/talented programs; there were differences in subcultures; and the majority of administrators frequently made adaptations in assessment procedures to ensure protection in evaluation. (CL)

ED 246 641

EC 170 037

Wessel, Janet A. Ulrich, Dale

Evaluation and Revision of a Motor Screening Instrument. The Standardization of a Criterion-Referenced Test in Fundamental Motor and Physical Fitness Skills. Final Report, March 1, 1980 through February 28, 1981.

Michigan State Univ., East Lansing.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—83

Grant—G008000024

Note—184p.; The document was developed by the Field Service Unit in Physical Education and Recreation for the Handicapped. Some charts may not reproduce well.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Criterion Referenced Tests, Elementary Education, *Mild Mental Retardation, Moderate Mental Retardation, *Motor Development, *Physical Fitness, *Test Construction, Test Norms, Test Reliability, Test Validity

Findings are presented from a study designed to develop a physical education criterion reference test (CRT) and to devise norms for intellectually normal, educable mentally impaired, and trainable mentally impaired students (3-12 years old). The lack of valid and reliable CRT batteries for meeting the physical education needs of handicapped students is emphasized. Items for the CRT measuring fundamental motor skills and physical fitness were developed and administered to 279 normal, educable mentally impaired, and trainable mentally impaired students. The performance data were then used to construct normative tables across the three populations, and measures of reliability and content, descriptive, and criterion-selection validity were performed. Acceptable levels of validity and reliability were revealed. The CRT was designed for use in screening, determining eligibility, and providing input for placement and programming decisions. Data from performance results were used to develop student profiles, and analysis revealed significant differences in student performance on all 16 test items across the three student classifications. Extensive appendices include the test manual. (CL)

ED 246 642

EC 170 038

Coleman, Colette L. And Others

Enhancing the Educational Potential of Non-Oral Children through Matching Communication Device Capabilities to Children's Needs. Final Report.

Sacramento State Univ. Foundation, Calif.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—[82]

Grant—G007902261

Note—655p.; Document printed largely on colored paper. Some figures and tabular material may be marginally legible due to poor print quality.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—*Communication Aids (for Disabled), *Communication Disorders, *Communication Skills, Electromechanical Aids, *Evaluation Methods, *Language Handicaps, Models, Student Evaluation

Identifiers—Augmentative Communication Systems

The report describes activities and results of a project to identify communication characteristics that would help match augmentative communication system (ACS) capabilities to the needs of non-oral children. Ss had a variety of handicapping conditions, including cerebral palsy and other developmental disabilities. Introductory sections cover the following topics (sample subtopics in parentheses): initial assessment (components including interviews, underlying theoretical principles); a systematic approach for choosing the interfaces for assistive devices (case studies illustrating selection

of control site and interface and testing of the combination; assessment of the nonoral individuals' abilities (a test battery designed to identify the most functional symbol system, estimate potential level of sophistication, and diagnose performance deficiencies). Additional papers report on a multivariate analysis of perceived communication needs of non-speaking children; evaluation of four types of ACS (voice output, scanners, printed output, and communication boards and books); a method for relating speaking and/or writing impaired clients' goals and skills to the characteristics of ACS; evaluation of the assessment procedure in terms of outcome and flow; and results of a questionnaire rating the efficacy of the match between the S and the recommended communication system. Comprising nearly one half of the document, 11 appendixes include assessment forms and materials and information on hardware and software used on the project. (CL)

ED 246 643 EC 170 039

Spellman, Charles R. And Others
Research and Development of Subjective Visual Acuity Procedures for Handicapped Preschool Children. Final Report.

Kansas Univ., Lawrence. Bureau of Child Research. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—31 Oct 82

Grant—G007901961

Note—95p.

Pub Type—Reports - Research (143) — Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Infants, Preschool Education, *Screening Tests, Test Construction, Test Reliability, Test Validity, *Visual Acuity, *Visual Impairments

Identifiers—*Parsons Visual Acuity Test

The project was designed to develop an alternate testing method for the visual acuity assessment of preschool children with handicaps. Additional project objectives included evaluation and modification of existing experimental procedures for discrimination training and visual acuity testing of preschool handicapped children; establishment of a criterion for referral for vision screening of 18-to 48-month old children; dissemination of subjective visual acuity procedures to field test sites; and identification of marketing sources to make the materials commercially available. Data on a battery of visual acuity tests administered to preschoolers are presented, indicating that the PVAT (Parsons Visual Acuity Test) had sufficient reliability and validity to serve as a visual acuity screening instrument for preschoolers. Following field test reports and descriptions of dissemination activities, the PVAT manual is presented. (Author/CL)

ED 246 644 EC 170 040

Tolles, Ronda C.
Evaluating the Effects of Implementing the System of Multicultural Pluralistic Assessment. [Final Report]

Indians Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Nov 79

Contract—USOE-78-00003

Note—292p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Culture Fair Tests, Decision Making, *Disabilities, Elementary Secondary Education, *Evaluation Methods, *Minority Groups, *Student Evaluation, *Student Placement, Test Bias

Identifiers—*System of Multicultural Pluralistic Assessment

The study evaluated the System of Multicultural Pluralistic Assessment (SOMPA), an approach to nondiscriminatory assessment, with special emphasis on its impact on educational decisionmaking and on educational planning for exceptional children. Initial chapters focus on the SOMPA's theoretical framework contrasted to traditional assessment approaches, legal issues involved in testing minority children and alternatives for nondiscriminatory assessment, and research on SOMPA and the Adaptive Behavior Inventory for Children. Questions central to the study dealt with SOMPA's internal validity, its impact on placement decisions, and changes in staff utilization resulting from its adoption. Two standardization samples were used to examine SOMPA medical model measures, social

system model measures, pluralistic model measures and sociocultural scales as well as educational placement information and profile characterization. Findings suggested that SOMPA models and measures within models were independent, that the SOMPA assisted professionals concerned with the assessment of all children in placing both Anglo and Hispanic students in special education programs, and that shifts in staff utilization were noted. It was concluded that the SOMPA assists professionals in making nonbiased placement decisions for children. Among appended materials are the SOMPA student assessment record form and the SOMPA parent interview record form. (CL)

FL

ED 246 645

Cochran, Judith Mills, Carl

Teacher Competency as Determined by Student Achievement.

Pub Date—[84]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Classroom Observation Techniques, Comparative Analysis, Elementary Education, Elementary School Teachers, *English (Second Language), Foreign Countries, *Language Teachers, *Measurement Techniques, Second Language Instruction, Standardized Tests, *Teacher Effectiveness, *Teaching Skills

Identifiers—Egypt (Cairo)

The teaching behaviors used by successful teachers, often presumed to be measured by student achievement on standardized tests, remain largely unexamined. Baseline data on normative teacher competency is not readily available. A two-year study was undertaken to begin identification of specific teaching competencies as demonstrated by teachers whose students performed above average on a standardized proficiency test. Of the 97 elementary school teachers in the seven educational zones of Cairo, Egypt, the 31 with the classes having the highest and lowest averages on an English language proficiency test were observed using a competency-based observation instrument developed by the Ministry of Education. Statistical analysis of the data on observed teacher competencies for nine criteria and class averages revealed that there is no significant correlation between the nine areas of teacher competency and high or low average student performance on standardized tests. Four possible explanations are suggested: (1) too small a sample; (2) restriction of the study to classes with high and low average test scores, resulting in considerable loss of information; (3) irrelevant measures of teacher competency; and (4) the inappropriate use of class averages as a measure of student performance. Further research is recommended. (MSE)

ED 246 646

Gonzalez, Barbara

Proficiency Teaching and the Teacher in the Field.

Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meeting of the Southwest Conference on the Teaching of Foreign Languages (Colorado Springs, CO, March 1-3, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Certification, College Role, *Competency Based Teacher Education, Elementary Secondary Education, Instructional Materials, Interviews, *Language Teachers, Language Tests, Questionnaires, Second Language Instruction, *Speech Skills, State Agencies, State Surveys, *Teacher Attitudes

Identifiers—*Texas

Results of a 1983 survey of Texas foreign language teachers reveal their views and concerns about a new state law requiring all prospective language teachers to pass an oral proficiency interview for certification beginning in 1986. Of the 142 respondents, most were Spanish teachers, high school teachers, and teachers with more than 10 years teaching experience but little or no foreign experience. It was found that most teachers knew of the proficiency testing requirement, but fewer knew of the oral interview tests, and a large majority wished

extensive publicity about the implementation of testing. Specifically, teachers wanted a description of the tests and a list of the functions and notions covered. Teachers expected their teaching to be affected in a number of ways, including changing methods, curriculum, and materials; upgrading oral skills, offering more student opportunities for foreign experience; and requiring more support services. Teachers specified a few personal needs for: (1) more funds for foreign experience to develop skills; (2) new materials and individual inservice assistance with new methods; (3) communication about a broader range of topics and situations in the target language; and (4) smaller classes and updated aids. Desired services included information dissemination, language and methods training, travel programs, content courses, inservice, and curriculum development, with involvement of higher education in all these areas and state agency involvement in all but training professors and teachers. Teachers generally felt positively about the proficiency requirements. The 73-item questionnaire is included. (MSE)

ED 246 647

Esling, John H. And Others

ESL Courseware—A Developmental Framework Including Discussions of University-Level and Elementary-Level Programs.

Teachers of English as an Additional Language, Vancouver (British Columbia).

Pub Date—84

Note—12p.; In its: TEAL Occasional Papers, Vol. 8, p41-51, 1984.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, *Computer Assisted Instruction, *Computer Software, Elementary Education, *English (Second Language), Higher Education, Instructional Materials, *Microcomputers, *Second Language Instruction, Teacher Developed Materials

Some basic principles underlying development and pedagogical application of computer courseware for English as a second language (ESL) are identified and two types of courseware developed at the University of Victoria (Canada) for use with pre-university, university, adult education, and elementary school ESL classes are described. It is proposed that materials for computer-assisted language instruction: (1) be designed to fit into the current curriculum, (2) have a component assisting the teacher in classroom presentation or demonstration, (3) have a component for individual or group work outside the classroom for extended tutorial interaction, (4) promote spoken interaction, and (5) include a component of speech output from the computer. These principles are discussed in the context of the materials developed at the University of Victoria, and it is suggested that teacher development of microcomputer materials be encouraged. In an appended section, the need for, and the design, development, programming, and evaluation of the two sets of materials are discussed. One set, consisting of three lessons for use with adult, university-level ESL students, provides extra practice in advanced essay writing in the form of tutorials designed for: (1) students, (2) contract and community education English language programs, and (3) visiting scholars requiring extra, guided English study. The other set of two programs was designed for elementary school students but could be used with adult beginning ESL students. (MSE)

ED 246 648

Mendelsohn, David J.

There ARE Strategies for Listening.

Teachers of English as an Additional Language, Vancouver (British Columbia).

Pub Date—84

Note—15p.; In its: TEAL Occasional Papers, Vol. 8, p63-76, 1984.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Context Clues, *English (Second Language), Instructional Materials, *Listening Comprehension, *Listening Habits, *Listening Skills, Nonverbal Communication, *Receptive Language, *Second Language Instruction, Stress (Phonology), Syntax, Teaching Methods, Vocabulary

It is important to teach listening strategies to second language learners because listening comprehension is a needed and wanted skill, and is also generally neglected. The traditional audiolingual approach does not see listening comprehension as a

priority and gives little opportunity to practice listening. Traditional materials are unsatisfactory in that they do not have a natural style of delivery, consist primarily of monologue, are often simply recordings of written language, have inappropriate content, and give too much attention to form. There are in reality many types of listening: for one salient detail, for all salient details, for content for academic purposes, for inference, and for mood and interpersonal relations. There is need for a viable methodology for teaching listening, and two guiding principles exist: (1) to teach students to use all available signals (linguistic, paralinguistic, and extralinguistic), and (2) to encourage, guide, and train students to predict and guess using what has already been said and their existing world knowledge, as they do in their native language. A listening comprehension course in which each unit deals with a different strategy or aspect of listening is recommended, and three stages are suggested: (1) awareness or consciousness-raising, (2) specially constructed "training activities," and (3) less structured activities using unstructured real data. (MSE)

ED 246 649 FL 014 404

Ward, Shawn L. Overton, Willis F.
Conditional Reasoning and Content Effects: A Developmental Analysis of Wason's Selection Task.

Pub Date—13 Apr 84

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 13, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstract Reasoning, Adolescents, Age Differences, *Cognitive Development, *Deduction, *Language Processing, *Logical Thinking, Semantics

Identifiers—*Conditionals

A study investigating developmental differences in the ability to reason with conditional propositions used five variations of Wason's selection task to assess conditional reasoning in 132 eighth, tenth, and twelfth grade adolescents. In addition to examining developmental differences, the study had as an objective to examine the role of semantic content as a moderator of logical competence. An experimental group and a control group were used, with the experimental group performing all five Wason tasks, including meaningful content problems and abstract content problems, and the control group receiving only the two abstract content problems. The results demonstrate developmental differences in the conditional relationship of deductive reasoning. The semantic relevance of materials moderated performance such that the twelfth graders' logical competence was assessed when the original abstract content of materials was replaced with familiar semantic content. The problems and statistical data on answer frequencies for all grades are appended. (MSE)

ED 246 650 FL 014 405

Bernal, Ernest M.
Testing Spanish Native Language Skills in Bilingual Education.

Pub Date—80

Note—11p; Paper presented at the Summer Symposium on Bilingual Multicultural Education Research (Buffalo, NY, May-June 1980).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Elementary Secondary Education, *Language Proficiency, *Language Skills, *Language Tests, Native Speakers, *Spanish, Teacher Evaluation, *Testing Problems

Although research on bilingualism in the schools shows the importance of measuring both English and Spanish language skills regularly, the testing of Spanish falls behind in both quality and frequency. Concerted multidisciplinary cooperation among bilingual educators, linguists, and psychometricians is now needed to produce a variety of valid instruments that simultaneously address the pedagogical and classificatory needs of bilingual programs as well as evaluators' and researchers' needs for versatile and accurate measures of educationally consequential skills. Tests currently used sometimes try not to identify limited-English students to save budgets, rest on questionable assumptions, purport to

measure the impossible, do not guide users in the results, or present linguistically unrealistic demands. Academic achievement tests are often not well suited to Spanish speakers. The need is for tests that avoid the pitfalls of current measures, have content validity and practical administrability, have scaling and categorizing systems well tested in groups with a meaningful range of language competencies at different grade or developmental levels, and measure all receptive and productive language modes. Additional techniques should be developed for testing bilingual teachers' professional and interpersonal language proficiency. (MSE)

ED 246 651 FL 014 407

French 3200, Course Description.
Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.

Pub Date—Feb 82

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Course Evaluation, *Cultural Education, Curriculum Guides, *Educational Objectives, Foreign Countries, *French, High Schools, *Language Skills, Secondary Education, *Second Language Instruction

Identifiers—Labrador, *Newfoundland

The objectives and course content for French 3200, a secondary level course intended for the second or third year of four- and six-credit language course sequences in Newfoundland high schools, are outlined. Its primary objectives relate to the skill development in the four language skill areas (listening, speaking, reading, and writing), attitudinal development, and the acquisition of linguistic knowledge and cultural understanding. The course content focuses on major structural points: irregular verbs; imperfect; "ce qui," "ce que," "dont"; prepositions of place and "lequel/ou"; future; conditional; past simple; demonstrative pronouns; present subjunctive; and past subjunctive. A list of required and reference course materials is included, and a section outlines the philosophy of instruction within the French program of Newfoundland and Labrador. Notes on the recommended instructional methodology and methods of student evaluation are appended. (MSE)

ED 246 652 FL 014 409

French 2100, Course Description.
Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.

Pub Date—May 81

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Course Evaluation, *Cultural Education, Curriculum Guides, *Educational Objectives, Foreign Countries, *French, High Schools, *Language Skills, Secondary Education, *Second Language Instruction

Identifiers—Labrador, *Newfoundland

The objectives and course description of a one-credit high school French course intended for the first year of Newfoundland senior high schools are presented. Its major objectives relate to development of language skills in four areas (listening, speaking, reading, and writing), attitudinal development, and cultural understanding. The major grammatical points include aspects of the past perfect, relative pronouns, the pronoun "en," and the verb "prendre" as they complement development of the four skill areas. Geographical and cultural information about a region of Quebec is presented in a reader, supplemented by teacher-selected materials and content. Some materials are suggested. The philosophy of instruction in Newfoundland and Labrador French programs is outlined, and recommended instructional methodology, texts, and student evaluation techniques for each skill area and the affective objective are included. (MSE)

ED 246 653 FL 014 410

French as a Second Language: Elementary French Teaching Guide, Grades 4-6.

Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.

Pub Date—Aug 81

Note—54p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, *Cultural Education, Curriculum Guides, *Educational Objectives, Educational Philosophy, Elementary Education, Evaluation Methods, Foreign

Countries, *French, Instructional Materials, *Language Skills, Learning Processes, *Second Language Instruction, Student Evaluation Identifiers—Labrador, *Newfoundland

The objectives, philosophy, methodology, and materials for French instruction in Newfoundland and Labrador elementary schools are outlined and discussed. The principal objective is to develop the pupil's potential for spontaneous communication. This objective can be achieved through a basic knowledge of the French language, the application of this knowledge as a means of a communication, basic awareness of francophone culture, and an empathy toward francophones. Other information presented includes notes on five stages of language learning, a sequence for acquisition of the four skills (listening, speaking, reading, and writing), specific objectives of elementary French in the skill areas and in affective and cultural realms, an illustration of the structure of a lesson plan, a listing of specific instructional techniques for each skill area, notes on teaching culture, evaluation techniques for each skill area, an extensive listing of recommended resource and enrichment materials, a list of publishers, and a bibliography. (MSE)

ED 246 654 FL 014 411

French as a Second Language: Ensemble Culturel 1, Grade 4, Teacher's Resource Book.

Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.

Pub Date—[84]

Note—28p; For related documents, see FL 014 412-413.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Course Content, *Cultural Education, Educational Objectives, Elementary Education, Foreign Countries, *French, *Grade 4, Instructional Materials, *Second Language Instruction, Teaching Guides

Identifiers—Labrador, *Newfoundland

The first of three basic packages of materials for cultural instruction in Newfoundland and Labrador's elementary level French program introduces the notion of many world cultures. The materials are intended to complement materials already in use by teachers, and are a response to teacher requests for direction in teaching culture. The teaching guide contains a discussion of the role of cultural education in the elementary French program, a list of 11 general goals of the three "Ensembles Culturels," an outline of the grade 4 course, notes on integration with material in other subject areas, and notes on evaluation. The grade 4 outline includes specific objectives for linguistic content and cultural understanding, basic content texts, suggested enrichment content, and teaching strategies. An appendix contains a teacher's guide to the principal textbook, "Learning About Peoples and Cultures." For each chapter, the guide offers a list of the main ideas and notes on their relevance to the grade 4 program. The units that follow this guide build on its content through study of nearby francophone cultures (Newfoundland, Acadia, St. Pierre) and French Canadian culture in general. (MSE)

ED 246 655 FL 014 412

French as a Second Language: Ensemble Culturel 3, Grade 6, Teacher's Resource Book.

Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.

Pub Date—[84]

Note—14p; For related documents, see FL 014 411-413.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Course Content, *Cultural Education, Educational Objectives, Elementary Education, Foreign Countries, *French, *Grade 6, Instructional Materials, *Second Language Instruction, Teaching Guides

Identifiers—Labrador, *Newfoundland

The third of three basic packages of materials for cultural instruction in Newfoundland and Labrador's elementary level French program builds on the two previous units covering the concept of various cultures and nearby French Canadian cultures through a study of French Canadian culture in general. The materials are intended to complement materials already in use by teachers, and are a response to teacher requests for direction in teaching culture. The teaching guide contains a discussion of the role of cultural education in the elementary French pro-

gram, a list of 11 general goals of the three "Ensembles Culturels," an outline of the grade 6 course, notes on integration with material in other subject areas, and notes on evaluation. The grade 6 outline includes specific objectives for linguistic content and cultural understanding, basic content texts and materials, suggested enrichment content and other resources, teaching strategies, and suggested enrichment strategies. (MSE)

ED 246 656 FL 014 413

French as a Second Language. Ensemble Culturel 2, Grade 5. Teacher's Resource Book.

Newfoundland and Labrador Dept. of Education, St. John's Div. of Instruction.

Pub Date—[84]

Note—27p; For related documents, see FL 014 411-412.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Course Content, Cultural Education, Educational Objectives, Elementary Education, Foreign Countries, French, Grade 5, Instructional Materials, Second Language Instruction, Teaching Guides

Identifiers—Labrador, Newfoundland

The second of three basic packages of materials for cultural instruction in Newfoundland and Labrador's elementary level French program builds on the previous unit covering the concept of various cultures and leads to the third unit's coverage of French Canadian culture in general through a study of nearby French Canadian cultures, in Newfoundland, Acadia, and St. Pierre. The materials are intended to complement materials already in use by teachers, and are a response to teacher requests for direction in teaching culture. The teaching guide contains a discussion of the role of cultural education in the elementary French program, a list of 11 general goals of the three "Ensembles Culturels," an outline of the grade 5 course, notes on integration with material in other subject areas, notes on evaluation, and appendices. The grade 5 outline includes specific objectives for linguistic content and cultural understanding, basic content texts and materials, suggested enrichment content and other resources, teaching strategies, and suggested enrichment strategies. The appendices include outline maps of Canada, Newfoundland, and Labrador; descriptions of Acadian symbols and the Quebec flag; and notes to accompany a tape (not included) of French Canadian accents. (MSE)

ED 246 657 FL 014 441

Howard, Joan And Others
The Many Faces of Energy. Teacher's Guide. ESL/Energy Module 1.

Ontario Inst. for Studies in Education, Toronto. Report No.—ISBN-0-7744-0280-6

Pub Date—Jun 84

Note—46p.

Available from—OISE Press, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada (\$98.50 for complete kit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication Skills, Conservation Education, Energy, Energy Conservation, English (Second Language), Instructional Materials, Language Skills, Secondary Education, Second Language Instruction

This document, the first of two instructional modules on the topic of energy, is designed for secondary school students of English as a second language (ESL). The theme relates directly to the science and geography programs at the intermediate and senior levels, and the materials are designed as an overview and introduction to a complex subject at a linguistic level accessible to the ESL student. The objectives are for students to (1) know that energy can take many forms, (2) identify basic energy forms in everyday use, (3) know that energy can be converted into other forms; and (4) realize the need for energy conservation. English communication and organization skills are encouraged through reading and listening, expressing use and need, using the conditional forms of verbs to express hypothetical situations, describing spatial organization in pictures, and classifying information. The teacher's guide consists of an introduction to the materials, procedures for the accompanying tape-filmstrip presentation, follow-up activities, a list of useful concepts and terms, references and resources, and an answer key to student worksheets. (MSE)

ED 246 658 FL 014 442

Offenberg, Robert M. And Others
Bilingual Learning Centers in High Schools, 1982-1983. Report No. 8429.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—May 84

Grant—G008103260

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Attendance Patterns, Bilingual Education, Catholic Schools, English (Second Language), Federal Programs, High Schools, Individualized Instruction, Language Skills, Limited English Speaking, Listening Comprehension, Mathematics, Program Descriptions, Program Evaluation, Reading Comprehension, Resource Centers, Spanish, Transfer of Training, Vocabulary Development

Identifiers—Pennsylvania (Philadelphia)

The second year of a Title VII project entitled "Bilingual Learning Centers in High Schools" is described. The program created learning centers in two Philadelphia public and one diocesan school designed to provide individualized instruction to limited-English speaking, primarily Spanish-speaking students in bilingual education programs or to students with low scores on norm-referenced tests.

The goal of the evaluation was to assess the effect of learning center participation on student performance on published reading tests in English and Spanish, on a locally developed test of English aural comprehension, and on attendance and dropout incidence. The major conclusions were that: (1) positive effects were found on English reading and language scores, Spanish reading scores, and (where evaluated in the public schools), on attendance and dropout rates; (2) effects attributable to learning center use were not found in mathematics or English aural comprehension performance; and (3) Spanish reading was improved for students who studied English but not Spanish in learning centers, apparently a transfer phenomenon. (MSE)

ED 246 659 FL 014 443

Offenberg, Robert M. And Others
Bilingual Learning Centers in Elementary Schools, 1982-1983. Report No. 8418.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Mar 84

Grant—G008201395

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Attendance Patterns, Bilingual Education, Elementary Schools, English (Second Language), Federal Programs, Individualized Instruction, Limited English Speaking, Listening Comprehension, Mathematics, Program Descriptions, Program Evaluation, Reading Comprehension, Reading Skills, Resource Centers, Spanish, Vocabulary Development

Identifiers—Pennsylvania (Philadelphia)

The Bilingual Learning Centers in Elementary Schools program was begun in four Philadelphia public schools in 1982-83. The project's goal was to improve the achievement of limited-English proficiency children through work in bilingual learning centers containing materials and instructional devices for individual and small group work. Learning centers established at the four project schools were equipped to varying degrees by the end of the year. Use of the centers by pupils was associated with improved aural comprehension of English, improved reading vocabulary, and better attendance than the school norm. Learning center use was not associated with statistically significant improvement of English reading comprehension, mathematics, or word study skills test scores. Of the six original objectives, five were attained in full or in part. These outcomes are considered good because the centers had operated for only part of the academic year and without the full complement of instructional devices. Further progress toward the objectives is anticipated by the time of a reexamination of the centers' impact during the 1983-84

school year. (MSE)

ED 246 660 FL 014 444

Grosse, Christine Uber Lubell, Dawna
A Cross Program Evaluation of Major Intensive English Programs.

Pub Date—Mar 84

Note—18p; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Houston, TX, March 6-11, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Second Language Programs, Comparative Analysis, Curriculum, English (Second Language), Faculty, Higher Education, Intensive Language Courses, National Surveys, Program Design, Program Development, Program Evaluation, Program Length, Second Language Instruction, Tuition

An evaluation and comparison of college and university intensive English programs in the United States focuses on program structure, organization, curriculum, faculty, program strengths, and areas for development. The evaluation instrument was a five-page questionnaire returned by directors of 41 of the 51 qualifying programs. It was determined that the typical program conforms to standard session lengths, meets five days a week, and has 14-17 students. Most of the programs charge upwards of \$1,400 per session. Many offer multiple levels of instruction and basic skills are offered in all, while special skills such as study skills, test preparation, accent reduction, and survival English appear in almost half. English for special purposes is available in half the programs, and credit is offered in almost half. Most directors named faculty and curriculum as major program strengths, followed by reputation and administrative quality. The areas of weakness cited were research and materials development, the language laboratory, and student recruitment, followed by faculty working conditions. The administrative structure varies widely, with one third of the programs belonging to divisions of continuing education, while others are part of modern language, linguistics, arts and sciences, humanities, developmental studies, and other departments. Administrative positions also vary greatly, and slightly more than half of the faculty were found to be working with full-time contracts. Appended tables provide statistical data from the responses. (MSE)

ED 246 661 FL 014 445

Duran, Richard P.
Cognitive and Linguistic Factors Affecting Training of English Reading Skills among Native Spanish Speakers.

Pub Date—26 Apr 84

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, English (Second Language), Language Processing, Literature Reviews, Reading Instruction, Reading Skills, Second Language Instruction, Spanish, Vocabulary Development, Word Recognition

Recent cognitive research concerned with training of word recognition skills and vocabulary skills in English monolinguals has implications for second language learning theory and the teaching of English reading skills to native Spanish speakers. Researchers in reading development, cognitive psychology, and second language proficiency assessment have found that good readers master the fluent recognition of all the codes making up a written text. Second language training for word analysis skills might focus on improving recognition of letter units forming words, the syntactic functions of words, and the meanings referred to by words, in both a top-down and bottom-up fashion. The situation is made more complex by the likely transfer of skills from the native to second language. Specific techniques for training automatic word recognition in English that can be adapted for use with native Spanish speakers include Frederiksen's "Speed" and "Ski-Jump" games, which use both the top-down and bottom-up approaches. Activities to strengthen vocabulary skills can be developed based on the considerable cognitive research currently under way, especially Sternberg, Powell, and Kaye's three-phase instructional system focusing in turn on

morphological cues for meaning, inference of unfamiliar words through morphological cues, and integration of skills for analyzing morphological structure and meaning. (MSE)

ED 246 662 FL 014 446

Ripple, R. E. And Others
Cognitive and Affective Costs of Bilingual Education: A Look at the Hong Kong Experience.
Pub Date—[84]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984)
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Bilingual Education, Cantonese, *Divergent Thinking, *English (Second Language), Foreign Countries, Immersion Programs, *Language of Instruction, *Locus of Control, Outcomes of Education, Secondary Education, *Self Esteem

Identifiers—*Hong Kong

A study of the impact of language of instruction in schools on the divergent thinking, self-esteem, and locus of control of expatriate and Hong Kong native Chinese adolescents is reported and some of the cognitive and affective costs of the immersion method of bilingual education are examined. Hong Kong children in most schools must change abruptly from Cantonese to English instruction in secondary school. In this study, four groups of students aged 13-15 were identified based on school type and language of response to the study instrument: (1) an expatriate school, English response; (2) an Anglo-Chinese school, responses in language of preference; (3) a Chinese middle school, Chinese response; and (4) an Anglo-Chinese school, forced English responses. Standard measures of divergent thinking, self-esteem, and locus of control were administered to each group and compared. A significant negative effect of the shift of language of instruction on divergent thinking of Chinese students required to respond in English was found. Expatriate adolescents long instructed in English were found to be significantly higher in self-esteem, internal locus of control, and willingness to accept personal responsibility for negative outcomes than the three groups of Hong Kong Chinese. It is suggested that this immersion method of bilingual education may contribute to a decrease in creative contributions in adulthood even when the ability to make such contributions exists. Serious reconsideration of the use of immersion in such circumstances is recommended. (MSE)

ED 246 663 FL 014 447

Hodge, Dick And Others
Helping the Older Adult to Succeed in the ESL Classroom.

Pub Date—13 Apr 84

Note—13p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Jose, CA, April 13, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, *English (Second Language), *Older Adults, *Physical Characteristics, *Psychological Characteristics, Second Language Instruction, *Second Language Learning, Social Influences

Special problems of adult language learners aged 50 and older studying English as a second language include physical, social, and psychological factors. Physical factors related to aging include vision and hearing problems that adults may not be willing to admit to. Older adults may also be more sensitive to room temperature and lighting, and may need more frequent breaks. Social factors affecting language learning and participation include adults' willingness to share their own experiences, personal biases or sensitivity to cultural comments, reaction to the American style of teaching, expectations of the student-teacher relationship (especially after many years away from formal education), and a preference for a more self-directed learning style. Psychological factors related to age include a lower dependence on short-term memory and lower recall capacity, greater dependence on the relevance of information, anxiety, and unfamiliarity with classroom behavior. Visual aids, hands-on activities, frequent in-class review, careful spacing and pacing, and task-oriented activities as well as teacher sensi-

tivity to the individual adults can help alleviate these problems. (MSE)

ED 246 664 FL 014 448

Cochran, Judith Mills, Carl
ESL Teacher Effectiveness as Measured by Student Performance on the English Language Proficiency Test.

Pub Date—[83]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Techniques, *English (Second Language), Foreign Countries, *Language Tests, Measurement Techniques, *Second Language Instruction, *Teacher Effectiveness, *Teacher Evaluation, *Teaching Skills

Identifiers—American University (Egypt)

This study measured the usefulness of a competency-based language test to identify and measure the specific teaching competencies of English language teachers at the American University in Cairo. Since a major concern was to employ a methodology easily used in an ongoing program, an established program component, the English Language Proficiency Test, was used to measure student achievement, while the Instrument for Observing Teacher Activities, which could be used reliably among all classes, was used to measure teacher competency for correlational purposes. Thirty-one English language teachers in the Department of Public Service and their 333 students were the research sample. Statistical analysis of the correlations between the student and teacher measures revealed no significant relationship between nine indicators of teacher competency and high or low student achievement. Explanations may include too small a sample, bias introduced by selecting only high and low student averages for the sample, use of teacher competencies that are not relevant, and use of an inappropriate measure of student performance. It is also suggested that the best teachers may simply not "teach to test." Further research into the factors behind student success on proficiency tests as they relate to teacher competency is recommended. (MSE)

ED 246 665 FL 014 449

Baldauf, Richard B., Jr.
The Materials Development Problem in Planned Language Modernization Programs.

Pub Date—[84]

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Policy, English (Second Language), *Instructional Materials, *Language Planning, *Language Standardization, *Language Teachers, Malayo Polynesian Languages, *Material Development, Program Effectiveness, Program Evaluation, Teacher Education

Identifiers—*Malaysia

Implementation of a language modernization process such as one occurring in the Pacific basin is as important as the policy development behind it. Three critical factors in implementation are teacher training, the development of good teaching materials, and a plan for evaluating program effectiveness. Attempts to meet the need for good language-based teaching materials illustrate the difficulties and possible solutions in a language modernization situation. Literacy materials begin to address the problem, but are often developed for adults and are not suitable for school instruction. Vernacular literacy materials have been developed in some cases, but no complete program of study is now available. Researchers have developed guidelines for literacy material design based on recent experience with literacy curriculum. When producing content area materials, authors must first use creative processes rather than consulting existing materials to avoid duplication. In addition, care must be taken to integrate effective but possibly alien instructional strategies with vernacular material, a process in which the skills of language planners and linguists are needed. (MSE)

ED 246 666 FL 014 451

Shaughnessy, Michael F. Cockrell, Kelly
Distinctiveness of Encoding and Word Learning: Forms of "Distinctiveness" and Retention of Vocabulary Words.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association

(Las Vegas, NV, April 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, College Students, *Language Processing, Long Term Memory, *Recall (Psychology), *Retention (Psychology), Short Term Memory, *Vocabulary Development, *Word Recognition

Two experiments examining the "distinctiveness of encoding" hypothesis are reported. The hypothesis suggests that specific forms of processing of events may result in the formation of more exact perceptual descriptions and thus more distinctive records in memory. The two experiments reported address shortcomings in previous research on distinctiveness by comparing various forms of distinctiveness and their effectiveness in long-term recall.

In one experiment, subjects were given one of four forms of data on 20 specific words: (1) the word, its definition, a word link for memorability, and the word link used in a sentence; (2) the word, definition, and the request to use the word in a sentence; (3) the word and definition; and (4) the words to be learned and their definitions, scrambled. The fourth condition was the distinctive one. After 20 minutes, a multiple-choice test was given. The first three groups performed significantly better than the fourth group. In the second experiment, the same subjects were asked to retake the earlier multiple-choice test without the earlier preparation. The same results were obtained. It is concluded that a distinctive, unfamiliar form of processing words may require additional learning time or may result in limited recall. Further research is recommended to examine the role of greater processing time, prior knowledge, and individual processing rapidity. (MSE)

ED 246 667 FL 014 452

Rycek, Robert F.

The Role of Rule Content Interference and Task Difficulty in Conditional Logic Problem Solving.
Pub Date—May 84

Note—45p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Structures, College Students, *Difficulty Level, Learning Processes, *Logical Thinking, *Prediction, *Problem Solving, Young Adults

Identifiers—Conditionals, *Rule Learning
In an experiment using a conditional logic task, subjects were given a set of cards defining a particular conditional relationship. The subjects were required to determine the rule and predict the outcomes of the rule. Rule structure was varied by providing subjects with either a suggested rule, a partial rule, or no rule for each set of cards. Other factors that were manipulated included problem type (use of negations in syllogisms) and problem dimensionality (level of task difficulty based on number of choice items). It was found that when task difficulty was low, subjects with the most rule structure used a matching strategy and showed higher error rates than those with less rule structure. When task difficulty was high, all subjects showed the matching strategy. Qualitative differences were found in the errors made by the two groups, suggesting the need for further research on both qualitative and quantitative differences in conditional problem solving. Appended tables present statistical data from the experiment. (Author/MSE)

ED 246 668 FL 014 454

Carrasquillo, Angela L. Segan, Frances
Balancing English/Spanish Language Skills Proficiency in Bilingual Teacher Trainees: Some Practical Approaches.

Pub Date—[82]

Note—18p.

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Teachers, *Classroom Techniques, College Role, Elementary Secondary Education, English, (Second Language), *Language Proficiency, *Language Teachers, *Spanish, *Teacher Education
A review of practical language and methodological activities in both Spanish and English to develop balanced bilingual proficiency in bilingual education teachers is geared toward college professors and

teacher trainers. Suggested practical applications for developing language arts skills include all four language skills: listening, speaking, reading, and writing. It is proposed that aural-oral skills can be strengthened through debate, interviews, and preparation and use of videotapes, audiotapes, and films. Recommended reading selections include those focusing on the role of the bilingual teacher within the school and community, bilingual education in general, and practical stories about or for bilingual children, which can serve as stimuli for further discussions or writing assignments. Varied types of writing assignments designed to provide the trainee with classroom-oriented skills, such as lesson-plan writing, vocabulary enrichment for content area subjects, and summaries of children's literature, are suggested. Charts coordinating skill areas with objectives, topics and sequential steps in developing the skills; listing evaluation criteria; and outlining a sample teacher-trainee learning contract form are appended. (MSE)

ED 246 669 FL 014 455

Pre-Employment Training Resource Manual, Volume 1.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Department of State, Washington, D.C. Office of the U.S. Coordinator for Refugee Affairs.

Pub Date—[84]

Note—1,421p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC37 Plus Postage.

Descriptors—Counselors, *Cultural Awareness, *Employer Employee Relationship, *Employment Potential, *English (Second Language), English for Special Purposes, *Entry Workers, Federal Programs, Foreign Countries, Intensive Language Courses, International Programs, Job Skills, Organizational Communication, *Refugees, Vocational Adjustment

Identifiers—Indonesia, Philippines, Thailand

A collection of background notes and lesson plans from the pre-employment training programs under way at three refugee processing centers in Indonesia, the Philippines, and Thailand is presented. The pre-employment component of an educational program that also includes intensive English as a second language and cultural orientation training includes 108 hours of instruction to enable refugees with minimal English proficiency and education to communicate and function more effectively on the job, to understand the expectations of employers and co-workers, and to be able to learn when employed. Job-specific training is not included in this component, which is designed to enable refugees to function better in any entry-level job in the United States. The component includes training in three areas: basic job skills, vocational English as a second language, and cultural orientation. The basic skills segment covers generic job skills such as sorting, assembling, weighing, and following a diagram, as well as cognitive skills such as literacy, computation, counting, and measuring. The vocational English segment focuses on language used for clarification, feedback, following directions, safety, and social interaction on the job. The cultural segment includes both attitudinal and behavioral aspects of functioning on a job with employers and co-workers. (MSE)

ED 246 670 FL 014 456

Little, D. G. And Others

Learning Second Languages in Ireland: Experience, Attitudes and Needs.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.

Report No.—ISBN-0-9508150-1-2

Pub Date—Mar 84

Note—297p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Educational Opportunities, Foreign Countries, *Independent Study, *Language Attitudes, *Language Proficiency, Language Tests, Questionnaires, Research Methodology, School Surveys, *Second Language Learning, *Student Attitudes, Student Characteristics, *Student Experience, Student Needs

Identifiers—*University of Dublin (Ireland)

Results of a survey of students of the University of Dublin concerning their language learning experiences and attitudes are reported. The study was undertaken within a larger study of self-directed

language learning. The questionnaire had seven sections. The first and largest covered these topics related to students' language background: (1) the languages they knew, (2) their reading and writing habits in those languages, (3) the languages they had learned in educational institutions, (4) the instructional methods and materials they had experienced, (5) their success in language examinations, (6) visits made to second or foreign language communities, (7) their assessment of their competence in the four language skills (listening, speaking, reading, and writing), (8) the productive difficulties experienced, and (9) information about the languages they knew but would like to know better and those they did not know but would like to know. The six other sections covered the students' general attitudes toward foreign languages and cultures, foreign language needs, approaches to learning a foreign language they needed, opportunities to learn languages, individual characteristics (age, sex, parents' occupation, and so on), and responses to the questionnaire's design. Tables of survey data and analyses are presented within the narrative of results. The survey instrument is appended. (MSE)

ED 246 671 FL 014 458

Adams-Smith, Diana E.

Facilitating Students' Progress from School to University: From Teacher Dependence to Self-Directed Learning.

Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Articulation (Education), College School Cooperation, *College Students, Course Organization, Curriculum Development, Dropout Prevention, Educational Attitudes, Faculty Development, Foreign Countries, Higher Education, High School Graduates, Independent Study, Learning Processes, Secondary Education, *Student Adjustment, *Student Motivation, *Student Teacher Relationship, Teaching Methods

Identifiers—*Oman

Although a basic premise of higher education is that students must take the primary responsibility for their own learning, problems arise when the focus throughout elementary and secondary schooling is on passive, rote learning with the student totally dependent on the teacher and text, as in Islamic schools. The educational shock experienced in the transition from school to university has been compared to culture shock. It is multi-dimensional, with linguistic, attitudinal, cultural, and cognitive aspects, and has implications for teachers, curriculum, and classroom methodology as well as for students. In the traditional Islamic educational system of the Sultanate of Oman, the transition problem is expected to be especially pronounced for secondary graduates entering the university's English-medium sciences program. Among the strategies planned to help students avoid dislocation of learning are: (1) identification of needed study skills and steps to develop them individually among students; (2) a course to upgrade language skills, compensate for basic knowledge deficiencies, and provide time for adjustment; (3) orientation and sensitization programs for faculty and staff; (4) team teaching; (5) design of courses with activities graded and sequenced according to degree of teacher control; (6) a learning center; and (7) adjustment in the secondary school curriculum and teaching methodology. (MSE)

ED 246 672 FL 014 459

Campbell, Donald And Others

The Research Paper for Advanced ESL Students.

Pub Date—[84]

Note—29p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advanced Courses, College Second Language Programs, Course Descriptions, Course Organization, Educational Objectives, *English (Second Language), Higher Education, Intensive Language Courses, *Research Reports, *Second Language Learning, *Technical Writing, *Writing Instruction

Identifiers—University of the Pacific CA

A strategy for including writing of a research pa-

per in a university's advanced intensive English course for students of English as a second language is described. The method consists of eight assignments given over the course of 11 weeks, resulting in a short research paper. The method is designed to minimize error by dealing with specific problems as the students progress through the process. It uses a conference-based, step-by-step approach to assignments and assessment, focuses on writing as a process, and ensures that the paper is original. A detailed weekly schedule of assignments provided as a reference for students, and teacher notes on and discussion of the eight specific assignments, are outlined. The assignments include: (1) preliminary topic selection and library tour; (2) a library sources search and final topic selection; (3) a thesis statement and sources search; (4) a preliminary outline and sources search; (5) a sentence outline and sources search; (6) note card development; (7) a first draft; and (8) a final draft. A list of actual topics and thesis statements and a sample student outline are appended. (MSE)

ED 246 673 FL 014 460

A Guide to Orientation Materials for Refugees and their Sponsors. A Selected, Annotated Bibliography Supplement.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date—Sep 81

Note—21p.; For related document, see ED 208 104.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Annotated Bibliographies, *Audiovisual Aids, Culture Conflict, *Information Sources, *Orientation Materials, *Reference Materials, *Refugees

Identifiers—Afghanistan, Armenians, Cuba, Greece, Haiti, Italy, Korea, Latin America, Lebanon, Rumania, USSR

An annotated bibliography of materials for the orientation of refugees and their sponsors is a supplement to "A Guide to Orientation Materials for Indochinese Refugees and their Sponsors," and includes 40 entries for materials pertinent to many other, non-Indochinese refugee groups. The materials are grouped alphabetically by the nationality or ethnicity of the refugee groups for which they are produced: Afghan, Armenian, Cuban, Greek, Haitian, Italian, Korean, Latin American, Lebanese, Romanian, and Soviet. Each individual entry provides information about the author or publishing organization, title, language, source of availability, subject covered, equipment necessary (for audiovisual materials), and a brief description of the material. Five indexes are provided: subject, language, author/institutional source, geographical source, and a separate title index of audiovisual materials. (MSE)

ED 246 674 FL 014 465

Stevens, Vance

Annotated Bibliography of Articles Concerning Computers in Education with Emphasis on Microcomputers in Language Learning.

Pub Date—Jul 84

Note—141p.

Available from—Vance Stevens, Hawaii Preparatory Academy, Box 428, Kamuela, HI 96743 (\$10.00; add \$6.00 for U.S. airmail, \$8.00 for foreign airmail).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, *Computer Managed Instruction, Educational Technology, *Information Sources, *Microcomputers, Reference Materials, *Second Language Learning

This bibliography of materials concerning microcomputer use in education, emphasizing second language learning, has three sections: an annotated selected bibliography, an unannotated bibliography, and a resource guide. The annotated section consists of 69 entries of reports and journal articles, organized alphabetically by year of publication since 1980, with all 1970's publications grouped together. The second, unannotated section consists of almost 500 entries similarly organized by publication date. The resource guide lists 10 organizations and clearinghouses for related information, 39 related journals and periodicals, 20 vendors, 3 catalogs, and 9 software directories. In most cases the address or some contact information is provided.

(MSE)

ED 246 675

FL 014 474

Brumfit, C. J. Ed.

Language Teaching Projects for the Third World.

ELT Documents 116.

British Council, London (England).

Report No.—ISBN-0-08-030342-0

Pub Date—83

Note—174p.

Available from—Pergamon Press, Inc., Maxwell

House, Fairview Park, Elmsford, NY 10523.

Pub Type—Reports - Descriptive (141) - Col-

lected Works - General (020) - Books (010)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Developing Nations, Elementary Secondary Education, English, *English (Second Language), English for Special Purposes, Higher Education, International Educational Exchange, *Language Role, Material Development, Program Development, Program Evaluation, Program Implementation, Reading Instruction, Second Language Instruction, *Second Language Programs, *Technical Assistance

Identifiers—*Africa, *British Council, Nigeria, Somalia, Zambia

This collection of papers, most of them originating with the British Council, concern programs of language instruction undertaken in developing countries as a form of international technical assistance. The following are included: "The Role and Status of English as a Subject in the Zambian English-Medium Context" (Roy Wigzell); "Planning a Project" (Ann Hayes); "Materials Design in Africa with Particular Reference to the Francophone Primary School Project, Cameroon" (Paul Wilson and Ian Harrison); "The English Language Textbook Project, Somalia" (David Clarke, Harry Hawkes, Norman Pritchard and Brian Smith); "Materials Design for Nigerian Secondary Schools" (Neville J. H. Grant); "Evaluation of Educational Projects, with Special Reference to English Language Education" (Pauline M. Rea); "Project Planning and Performance" (Roger Bowers); "The Introduction of Service English Courses in ESL Tertiary Institutions" (James Drury); "Writing Reading Courses: The Interrelationship of Theory and Practice" (P. J. Brown and S. B. Hirst); "Unique and Recurrent Elements in Syllabuses for ESP" (Leo O'Keeffe); and "Language in Legal Practice" (H. Wainman and M. Wilkinson). (MSE)

ED 246 676

FL 014 477

Jones, Barry. Ed.

Using Authentic Resources in Teaching French.

Teaching Languages, 4.

Centre for Information on Language Teaching and

Research, London (England).

Report No.—ISBN-0903466-73-2

Pub Date—84

Note—81p.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England (3.95 pounds sterling, plus postage)

Pub Type—Guides - Classroom - Teacher (052) -

Collected Works - General (020) - Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiotape Recordings, *Class Activities, *French, *Instructional Materials, International Educational Exchange, *Media Selection, Music Activities, *Programming (Broadcast), Radio, Realia, *Second Language Instruction, Television

A collection of papers gives ideas for exploitation of resources easily available to the language teacher. Although the papers apply specifically to French instruction, the ideas may be of interest to all language teachers. "Realia in the Classroom" (Norman Hill) concerns the contribution to language instruction of such materials as containers, posters, advertisements, leaflets, maps, warnings, road and street signs, weather reports and forecasts, tickets, bills, and diary entries. "News and Activity in the Media" (David Cross) explores the potential of radio broadcasts for classroom use, and outlines a classroom procedure that includes a preparatory stage and a series of texts and lessons. In "Actualities" (Alan Moys) combining radio broadcast recordings with written news articles is suggested. "Using Television" (Brian Hill) details suggestions for using television broadcasts, a medium popular with students, in the classroom and at all levels. "Contacts sans voyage" (Barry Jones) recommends a postal package exchange between language classes in different

countries. In "Songs and Singers" (Jasper Kay) the use of songs and counting rhymes in the classroom is examined and songs appropriate for each elementary school grade are noted. "Maximizing the Value of Contacts Abroad" (David Smith) outlines one English school district's international exchange activities in a number of European countries, both in residential centers and home-to-home exchanges, and provides suggestions for planning visits. (MSE)

ED 246 677

FL 014 479

Standards of Learning, Modern Foreign Language, Levels I-IV, Goals, Objectives and Descriptive Statements.

Virginia State Dept. of Education, Richmond.

Pub Date—Jun 83

Note—30p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Behavioral Objectives, Competency Based Education, Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Second Language Instruction, *State Standards

Identifiers—*Virginia

Virginia's statewide objectives for foreign language learning, part of a larger program of learning objectives for all basic subjects and all levels of elementary and secondary education, are presented. The program is aimed at developing language proficiency, with goals and objectives designed to serve the general statewide needs for communicating content and the specific local curriculum planning needs. Goals are established for five areas: listening, speaking, reading, writing, and culture, and are intended to be treated as interrelated and interdependent. They provide a scope and sequence for four levels of instruction, and focus on the results of instruction rather than the methodology. Some general suggestions for curriculum content are given. The foreign language objectives are designed to coordinate with the Proficiency Project of the American Council on the Teaching of Foreign Languages. (MSE)

ED 246 678

FL 014 480

Standards of Learning, Latin, Levels I-IV, Goals, Objectives and Descriptive Statements.

Virginia State Dept. of Education, Richmond.

Pub Date—Jun 83

Note—28p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Behavioral Objectives, Competency Based Education, Curriculum Development, *Educational Objectives, *Latin, Secondary Education, *Second Language Instruction, *State Standards

Identifiers—*Virginia

Virginia's learning objectives for Latin in the public schools, part of a larger program of learning objectives for all basic subjects and all levels of elementary and secondary education, are presented. The objectives provide a scope and sequence for planning curriculum and instruction, and are both general enough for communicating state standards and specific enough to guide local curriculum development. They are designed to develop concepts, skills, and positive attitudes for four goals: (1) student manipulation of basic language components of vocabulary (including derivatives) and the elements of grammar with an understanding of their relationship to language processes; (2) understanding of language processes, including syntax, analysis, interpretation, and synthesis; (3) increasing abilities in comprehension and perception of method and meaning in literature; and (4) understanding and appreciation of Roman culture and its impact on western civilization. These four areas are treated as interrelated and interdependent. Objectives are outlined for grammatical, literary, and cultural focuses at each of four difficulty levels. (MSE)

ED 246 679

FL 014 481

Durward, M. Lynne Shapson, Stan M.

A Study of French Second Language Programs: Student Attitudes, Achievement and Articulation between Elementary and Secondary Programs.

Pub Date—Apr 84

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports - Research (143) - Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Articu-

tion (Education), Dropouts, Elementary Secondary Education, Followup Studies, Foreign Countries, *French, Language Attitudes, *Language Proficiency, Program Descriptions, School Surveys, *Second Language Programs, *Student Attitudes

Identifiers—*British Columbia (Vancouver)

The study has two main components: a descriptive study of the secondary French program (SFSL) in a large school district in the Vancouver, British Columbia metropolitan area, and a followup study of grade nine students who had been surveyed initially when they were in grade six of the elementary French program (EFSL). The followup study examined the relationship between students' attitudes toward French and their achievement in French in elementary and secondary school, their retrospective views of the EFSL program, and retention in the French program when it becomes an option in secondary school. The main findings indicated that students' attitudes toward French in grade six were related to their subsequent attitudes in grade nine. It was found that students who dropped French after grade eight tended to have more negative attitudes from their first exposure to French in elementary school. A two-week review period at the beginning of grade eight was rated as the most effective method of facilitating ESFL-to-SFSL articulation, and analysis of the data suggested that students from a two-year EFSL program (grades six and seven) found the transition to secondary French easier than did those from a one-year EFSL program (grade seven). (Author/MSE)

ED 246 680

FL 014 482

McDonnell, Lorraine M. And Others

Federal Support for Training Foreign Language and Area Specialists. The Education and Careers of FLAS Fellowship Recipients.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-8330-0524-3; RAND/R-3070-ED

Pub Date—Sep 83

Contract—300-79-0777

Note—191p.

Available from—Publications Department, The Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 (\$15.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Area Studies, Careers, Educational Policy, *Federal Aid, Federal Programs, Fellowships, *Graduate Study, Higher Education, Outcomes of Education, Public Policy, *Second Languages, *Specialization, *Student Characteristics, Work Experience

Data are presented on the recipients of Foreign Language and Area Studies (FLAS) fellowships, a federally-funded program supporting specialist training at the graduate level. The information comes from two surveys, one of FLAS recipients who earned a Ph.D. between 1967 and 1979, and the second a sample of those who received FLAS fellowships between 1962 and 1978 and who either chose not to earn a Ph.D. or have not yet completed their doctoral studies. The study's purpose is three-fold: (1) to present a profile of fellowship recipients, their background characteristics, type and depth of graduate training, employment history, and the extent to which they currently use their language and area studies training; (2) to explain differences in the extent of language and area studies usage across occupational categories, world areas, degree cohorts, and academic disciplines; and (3) to identify the policy implications of the findings. It was found that although the training of the specialists has remained relatively static, major changes have occurred in employment and skill utilization patterns. The majority of recipients are currently teaching in colleges and universities, but the proportion has steadily decreased over cohorts, raising questions about whether or not recipients will be able to use and disseminate their skills. It is suggested that the program is in a transitional period and may need to be reshaped to reflect the current situation more accurately. Notes on data collection and the survey questionnaire are appended. (MSE)

ED 246 681

FL 014 490

Rumain, Barbara Braine, Martin D. S.

How Do Children Understand the Focus of Negation?

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meet-

ing of the Eastern Psychological Association (55th, Baltimore, MD, April 12-15, 1984).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Child Language, Children, Comparative Analysis, *Context Clues, Form Classes (Languages), Grammar, *Language Acquisition, *Negative Forms (Language), *Sentence Structure

The focus assigned to sentential negatives is investigated in 7- and 10-year-olds and adults. Two cues are considered as pragmatic indicators of the sentence component(s) to which the negative operator is applied. One is the articles: it is proposed that an indefinite noun phrase is taken within the scope of a negative and a definite noun phrase outside it. A second cue is position: based on previous work, subjects may be expected to take the second noun within the focus of a sentential negative regardless of the articles. The present study sampled a larger variety of sentence structures than a previous, related study, and used multiple experimental techniques. In two experiments, subjects made picture selections for sentences of the form "A Noun isn't V-ing the Noun2." The Noun1 isn't V-ing a Noun2, and their passives. In a third experiment, 10-year-olds described the scenes of the sentences of the prior experiments. It was found that position was used as a cue by all age groups, and that all groups took the definite article within the scope of the negative, with the effect being strongest in adults and weakest in the 7-year-olds. Developmental differences in the use of the articles are related to the development of mastery of these linguistic markers. (Author/MSE)

ED 246 682 FL 014 491

Christian, Donna And Others

Variation and Change in Geographically Isolated Communities: Appalachian English and Ozark English.

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—May 84

Contract—BNS-8208916

Note—292p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—Comparative Analysis, *Diachronic Linguistics, Form Classes (Languages), Geographic Location, *Grammar, *Language Maintenance, Language Usage, *Language Variation, *Regional Dialects, *Rural Areas

Identifiers—*Appalachia, Arkansas, *Ozarks, West Virginia

A study comparing the dialects of Ozark and Appalachian English addresses a possible relationship between the two dialects. The study compares selected structures in the two dialects in order to (1) examine similarities and differences, (2) investigate the behavior of a range of ages (10-70+) to determine patterns of change, (3) examine preservation patterns in each in light of increasing pressure to conform to mainstream norms, and (4) compare the two with other non-mainstream varieties as described in the literature. The data consist of tape-recorded speech samples from residents of the two areas. The report begins with an introductory chapter, a chapter on the historical and social context of the two settings, and a chapter on variation and language change. Subsequent chapters examine specific structures, including aspects of the auxiliary, personal datives, a-prefixing, patterns of irregular verb usage, and subject-verb concord. A concluding chapter and a list of references are also included. Appendixes include a list of the subjects in the analytic sample, interview excerpts, and a feature inventory for Appalachian and Ozark English. (MSE)

ED 246 683 FL 014 492

Thomas, Donald W.

Levels of Understanding Language in Semiotics.

Pub Date—Apr 84

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Course Content, Course Descriptions, Course Evaluation, Course Organization, Instructional Materials, *Linguistics, Secondary Educa-

tion, Secondary School Curriculum, *Semiotics, *Student Evaluation, *Teacher Education

A course in semiotics developed and taught for 16 years at Brookline High School in Massachusetts is described. The course uses four published texts, a series of readings, experiments, language games, and exercises in an effort to broaden, objectify, and integrate the students' conception of language. It consists of four units: (1) signs, language, and reality; (2) communication in man and beast; (3) communication, codes and culture; and (4) language in the making, or theories of the origin of language. Students are evaluated according to the level of thinking about language expressed in writing by the student, based on a theory of five levels of understanding, as well as by the usual methods of evaluation: tests, quizzes, and papers. A comparison of the levels of student understanding at the beginning and end of the course with non-participants' understanding levels at the beginning and end of a standard English course revealed an average increase of 1.05 levels in the first group and of .05 level in the second. Through a grant, two dozen teachers have been trained and the course installed in ten high schools in the greater Boston area. (MSE)

ED 246 684 FL 014 497

Do, Dinh Tuan And Others

U.S. History: A Cambodian Supplement. A High-School Bilingual Handbook for the Cambodian Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—99p.; For related documents, see ED 177 847, ED 180 221-224, and FL 014 499-500. Document may not reproduce well. The foreword and introduction are written in English.

Language—Cambodian

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Cambodian, English (Second Language), *High Schools, *History Instruction, Immigrants, *Indochinese, Refugees, *Supplementary Reading Materials, Teaching Guides, *United States History

The United States history supplement, one of a series of six high school instructional supplements designed for Indochinese students in American high schools, is written in Khmer and is intended to help students understand the regular textbook. Its content is adapted from a number of standard secondary textbooks, and consists of two parts: basic concepts and a glossary of technical terms. The section on basic concepts consists of brief lessons providing key concepts, in summary form, concerning puritanism, American independence, the new republic, slavery, the Civil War, the black experience, the frontier, the city, the American economy, the response to industrialism, European relations, hemispheric relations, Asian relations, the values conflict of the 1920's, the Depression and the New Deal, totalitarianism and world conflict, World War II, the U.S. policy of leadership and defense in the free world, post-World War II America, contemporary foreign policy, and the challenges of the 1960's and 1970's. The glossary is in English-to-Cambodian dictionary form, with definitions and extensive descriptions of the term when necessary. (MSE)

ED 246 685 FL 014 499

Markatos, John And Others

Social Studies Units: An Idea Becomes Law [and] The State; Forms of Government and Political Systems. English-Vietnamese.

Bilingual Education Service Center, Arlington Heights, Ill. Indochinese Center for Material Development and Training.

Spons Agency—Illinois State Office of Education, Chicago. Dept. of Bilingual Bicultural Education; Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—77p.; For related documents, see ED 177 847, ED 180 221-224, FL 014 497, and FL 014 500. The document may not reproduce clearly.

Language—Vietnamese; English

Pub Type—Guides—Classroom—Learner (051)—Multilingual/Bilingual Materials (171)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Government Role, Immigrants, *Indochinese, Intermediate Grades, Laws, Legal Education,

*Legislation, Political Science, Refugees, Secondary Education, *Social Studies, *Supplementary Reading Materials, Teaching Guides, *Vietnamese

Two secondary level social studies units concerning two aspects of American democracy, the legislative function of Congress and the basic forms of government and political systems, are translated into Vietnamese and adapted for intermediate and secondary instructional levels. They had originally been produced in Spanish and English for the federal bilingual education project. The text is divided into two sections. The first, entitled "An Idea Becomes a Law," includes information for the teacher; an introductory note to the students; information on how an idea is introduced in the legislature, bills and House committees, bills and Senate committees, and presidential action; a glossary; worksheets; and a test. The second section, entitled "The State; Forms of Government and Political Systems," contains information for the teacher; a note to the students; an introduction to the content; information about the origins of the state, forms of government, and political systems; a glossary; worksheets; and a test. The text is presented first in English and then repeated in Vietnamese. (MSE)

ED 246 686 FL 014 500

Markatos, John Vongkhamdeng, Meng

Social Studies Units: An Idea Becomes Law [and] The State; Forms of Government and Political Systems. English-Laoian.

Bilingual Education Service Center, Arlington Heights, Ill. Indochinese Center for Material Development and Training.

Spons Agency—Illinois State Office of Education, Chicago. Dept. of Bilingual Bicultural Education; Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—88p.; For related documents, see ED 177 847, ED 180 221-224, FL 014 497, and FL 014 499. Document may not reproduce clearly.

Language—Laoian; English

Pub Type—Guides—Classroom—Learner (051)—Multilingual/Bilingual Materials (171)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Government Role, Immigrants, *Indochinese, Intermediate Grades, *Lao, Laws, Legal Education, *Legislation, *Political Science, Refugees, Secondary Education, *Social Studies, Teaching Guides

Two secondary level social studies units concerning two aspects of American democracy, the legislative function of Congress and the basic forms of government and political systems, are translated into Lao and adapted for intermediate and secondary instructional levels. These units had originally been produced in Spanish and English for the federal bilingual education project. The text is divided into two sections. The first, entitled "An Idea Becomes a Law," includes information for the teacher; an introductory note to the students; information about how an idea is introduced in the legislature, bills and House committees, bills and Senate committees, and presidential action; a glossary; worksheets; and a test. The second section, entitled "The State; Forms of Government and Political Systems," contains information for the teacher; a note to the students; an introduction to the content; information about the origins of the state, forms of government, and political systems; a glossary; worksheets; and a test. The text is presented first in English and then repeated in Lao. (MSE)

ED 246 687 FL 014 502

Linnville, Steven E. And Others

Electrophysiological Correlates of Handedness and Speech Perception Contrasts.

Pub Date—84

Note—15p.; Paper presented at the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984). Light print throughout document.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Auditory Discrimination, *Auditory Perception, Comparative Analysis, Consonants, *Lateral Dominance, *Neurolinguistics, *Neurological Organization, Phonetics, Psychocoustics

In an investigation using auditory evoked responses (AERs) to compare strongly left- and strongly right-handed adults in their hemispheric processing of speech materials, it was anticipated

that AERs would reflect a bilateralization in the left-handed group of subjects and marked hemispheric differences in the right-handed group. In addition, the study investigated whether AERs discriminated between consonant place of articulation cues along phonetic boundaries or whether such responses distinguished between speech sounds varying in discrete and equal acoustical steps regardless of adult labels for the sounds. Subjects listened to four consonant-vowel syllables varying in place of articulation, two perceived as /dae/ and two as /gae/. Twenty-seven randomly ordered repetitions of each stimulus occurred with varied interstimulus intervals, and AERs were recorded from four scalp areas of each hemisphere while subjects attended to stimuli and pressed one of two computer keys. Results indicated that AERs reliably discriminate subjects on the basis of hand preference and discriminate between consonants from different phonetic categories. However, consonant discrimination was not influenced by hand preference. (MSE)

ED 246 688 FL 014 503

Coombs, Virginia M.

Composition Skills in Intermediate German Courses.

Pub Date—Nov 84

Note—22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-27, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, *German, Higher Education, *Peer Teaching, *Second Language Instruction, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers—Bucknell University PA

The composition segment of a fourth-semester college German course at Bucknell University is described. The segment was based on the beliefs that writing is a process, that meaningful response does improve writing, and that peer editing draws the students directly into the teaching process as they help to shape fellow students' writing at various stages in the multiple-draft process. Writing samples and peer-editing worksheets from the course are used to illustrate the progress students make as writers and editors. The writing assignments during the course consisted of three essays, an in-class theme, summaries from a text, and an essay written during the final examination. The peer editing process begins after the first draft of the first essay, with peer editors using worksheets to comment on grammar and content at first, and subsequently on sentence structure, syntactic variety, topic, and organization. The teacher then reviews and expands on the student editor's comments. The number of possible rewrites and the point in the process at which a letter grade is assigned are flexible. It is concluded that peer editing brings a new perspective to students' composition efforts, forcing them to write for a broader audience than just the teacher, and causes students to value each other's writing while supporting and reinforcing acquisition of second language communication skills. (MSE)

ED 246 689 FL 014 504

Liederman, Jacqueline And Others

Words "Made-Up" by Children: An Analysis of Their Form and Communicative Effectiveness.

Spons Agency—Boston Univ., MA. Graduate School; Public Health Service (DHHS), Rockville, Md.

Pub Date—[83]

Grant—USPHS-N506209

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Child Language, Communication (Thought Transfer), Comparative Analysis, *Creative Expression, *Innovation, *Language Acquisition, Morphemes, Preschool Children, *Semantics, *Vocabulary Development, Young Children

The creation of new words through the novel combination of English words or morphemes (e.g., "map ball" to refer to a globe) was studied and compared in 40 preschool children, 40 grade school children, and 40 adults. These made-up words or lexical innovations were collected while subjects attempted to name pictured objects and were evaluated in terms of incidence, communicative effectiveness, novelty, semantic accuracy, and cer-

tain linguistic characteristics. Communicative effectiveness was established by asking naive judges to guess the intended referent of the made-up word. It was expected that the preschool children's innovations would be wild and referentially opaque. Instead, the preschool children's innovations were as frequent and as communicatively effective as those of the grade school children and adults. Grade school children produced the highest proportion of innovations with semantic inaccuracy and contamination, whereas preschool children constructed more innovations containing redundant elements. This finding suggests that preschoolers may construct made-up words from a limited set of highly familiar terms, whereas grade schoolers may rely more on partially known terms. Both groups of children are able to circumvent gaps in their lexicons by creating communicatively effective lexical innovations as often and as well as adults. (Author/MSE)

ED 246 690 FL 014 505

Fisiak, Jacek. Ed. Drodzdzial, Krystyna. Ed.

Papers and Studies in Contrastive Linguistics.

Volume Eighteen.

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Washington, D.C.

Pub Date—84

Note—151p.; Product of the Polish-English Contrastive Project.

Pub Type—Reports - Research (143) - Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Contrastive Linguistics, English, Error Analysis (Language), German, *Grammar, Language Research, *Linguistic Theory, Polish, Portuguese, *Research Methodology, Second Language Learning, Sentence Structure, Sociolinguistics, Stress (Phonology), *Syntax, Translation, Vietnamese, Welsh

Identifiers—Breton

A collection of 14 papers in contrastive linguistics includes: "Some Comments on Language Data in Contrastive Analysis" (Ruta Nagucka); "Contrastive Sociolinguistics Reconsidered" (Karol Janicki); "Variations in Polish Nasal /e/: A Contribution to the Development of Contrastive Sociolinguistic Methodology" (Jane Johnson); "Languages in Contact and Contrastive Linguistics" (Broder Carstensen); "VSO and SVO Order in Welsh and Breton" (Rosalyne Raney); "Topical Sentence Positions in English and Polish" (Anna Duszak); "Verb Initial Constructions in Portuguese and their Counterpart Constructions in English" (Mary A. Kato); "On Some Referential Expressions in English and Polish" (Barbara Kryk); "From Temporal Adverb to Modal Particle—Some Comparative Remarks on Polish 'Czasem' ('Sometimes') (Johan van der Auwera); "Conversational versus Conventional Implicature and Some Polarity Items in Polish and English" (Anna Charenska); "Stress-Patterns of English Phrasal Nouns of the Type Make-Up in German" (Peter Hengstenberg); "The Translation Aspect of Phraseological Units in English and German" (Rosemarie Glaser); "On the Use of Lexical Avoidance Strategies in Foreign-Language Communication" (Rolf Palmberg); and "Contrastive and Error Analysis: Vietnamese-German" (Heinrich Kelz). (MSE)

ED 246 691 FL 014 507

Elkhatib, Ahmed Shafik Abdelwahab

A Classification of the Lexical Problems of EFL-ESL Students.

Pub Date—84

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arabic, Classification, Classroom Techniques, College Freshmen, College Second Language Programs, *English (Second Language), *Error Patterns, Higher Education, *Learning Problems, *Second Language Learning, Teaching Methods, *Vocabulary Development

Writing samples of four Arab college freshmen students of English as a second language were analyzed. The objectives were to classify the lexical problems found, determine the causes of the problems, and examine the students' choice of certain lexical items in an attempt to determine whether the students were more attuned to the form or the substance of the language. Eight types of lexical errors were found: (1) overgeneralization of the use of one translation equivalent; (2) literal translation; (3) divergence; (4) confusion of words formally or phonetically similar; (5) confusion of related or

unrelated words with similar meanings; (6) unfamiliarity with word collocation; (7) overuse of a few general lexical items; and (8) nonce errors (those that seem to defy analysis). Based on the findings, suggestions are offered for teaching lexical non-congruence with the help of semantic field theory and componential analysis, teaching the process of describing meaning, and teaching collocations. Examples and discussion of student errors are included. (MSE)

ED 246 692 FL 014 508

Lucas, Celia And Others

Language Diversity and Classroom Discourse.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Nov 83

Grant—NIE-G-80-0072

Note—269p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Black Dialects, Child Language, *Classroom Communication, Elementary Education, *Interference (Language), *Language Role, *Nonstandard Dialects, Observation, Student Teacher Relationship

A study of spontaneous language use by elementary school children and teachers in a wide range of classroom activities used a combination of observation, audiotaping, videotaping, and interviews to examine more closely the role of dialect diversity in elementary education. The study provides a more accurate and complete record of classroom life than previously provided as a framework for dialect interference study. The site school was in northeast Washington, District of Columbia; observation occurred in the kindergarten and fourth and sixth grades. The dialect spoken was Black English. The focus traditionally placed on children's language ability in the classroom was placed on language functions. Evidence of dialect interference in communication was not found, although a clear awareness of dialect diversity was found in both children and teachers. Also, a wider range of language functions and a greater volume of student talk occurred in settings where dialect features occur and appear to be acceptable. The results raise further questions about dialect use in the classroom, and further research is recommended. A bibliography is included, and appendices include interview schedules for each grade, an inventory of language functions, a protocol transcript, and the teacher interview questionnaire concerning language diversity and classroom discourse. (MSE)

ED 246 693 FL 014 510

Reynoso, Wendy Demko

Standard English Acquisition.

Pub Date—Jun 84

Note—120p.; Master's Thesis, California Polytechnic State University, San Luis Obispo.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques, College Students, Contrastive Linguistics, *English Instruction, Higher Education, *Language Acquisition, *Nonstandard Dialects, *North American English, *Standard Spoken Usage, State Surveys, State Universities, *Writing Instruction

Identifiers—California Polytechnic State University

A project concerning standard English acquisition among college students speaking nonstandard English is reported. A review of literature revealed that nonstandard forms of English are problematic, that few solutions to these problems exist, and that educators suggest comparative/contrastive instruction or instruction in proofreading to teach standard forms. The resulting project was a manual entitled "Acquisition of Standard English—A Program for Dialect Different College Students," which uses the comparative/contrastive-proofreading method for the development of a standard English acquisition program consisting of courses, workshops, and individual tutoring. A survey of California State University English departments and educational opportunity programs revealed that this manual was not duplicating current work on a campus. Use of the manual in whole or part in college programs and further research on its effectiveness are recommended. (MSE)

ED 246 694 FL 014 512

Wyatt, David H.

Computers and ESL: Language in Education: Theory and Practice, No. 56.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-15-599297-X

Pub Date—84

Contract—400-82-0009

Note—129p.

Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Attitudes, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, *Computers, *Computer Software, *English (Second Language), Futures (of Society), Grammar, Information Sources, Listening Skills, Literature Reviews, Program Implementation, Publishing Industry, Reading Instruction, Recordkeeping, Research Tools, *Second Language Instruction, Speech Skills, Vocabulary Development, Writing Instruction

The state of the art of computer-assisted language learning (CALL) in instruction of English as a second language (ESL) is examined. An overview of computer applications in the field discusses computer roles in language learning, computers and the standard curriculum, computer requirements for different types of CALL (instructional, collaborative, and facilitative), the promise of CALL in the ESL curriculum, and the benefits offered by computer-assisted learning. An analysis of computer-assisted learning in specific areas of ESL looks at: reading and vocabulary; writing and vocabulary; listening; speaking; grammar; and other areas such as study skills, cultural orientation and education, testing, English for special purposes, bilingual ESL, and potential applications of the computer as a teacher's aide (in word processing, linguistic research, with supplementary materials, and as an electronic gradebook). A section on directions, resources, and considerations for development in CALL focuses on obstacles in the development of software, such as student reaction, areas of criticism of existing programs, system compatibility, technological advancement, hardware requirements and attitudes, and lack of communication among CALL users. A list of sources of software and CALL information, including addresses, and a bibliography are appended. (MSE)

ED 246 695

FL 014 513

Hope, Geoffrey R. And Others

Using Computers in Teaching Foreign Languages. Language in Education: Theory and Practice, No. 57.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-15-599306-2

Pub Date—84

Contract—400-82-0009

Note—146p.

Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Software, Cultural Education, Evaluation Criteria, Grading, Grammar, Information Storage, *Information Systems, Listening Skills, Reading Instruction, Recordkeeping, *Second Language Instruction, *Skill Development, Speech Skills, Student Placement, Testing, Vocabulary, Writing Instruction

A review of the state of the art of computer applications in foreign language instruction begins with a discussion of the advantages and disadvantages of this method of instruction, its history of use, use of natural language, interaction and communication, and types of computer assisted instruction (CAI). A section examining the relationship between language teaching goals and the practical steps in using the computer as a teaching tool uses as an example the teaching of vocabulary, and traces the development of a program from establishment of vocabulary files through the choice, classification, and presentation of words to their practice. In a subsequent

section, applications for skill development in grammar, writing, reading, speaking, listening, and cultural education are analyzed. A chapter on lesson design looks at techniques of presentation, record-keeping, and the use of branching. Management tools such as text editors, item banks, and applications for testing, placement, and grading are noted in the following chapter. In a chapter concerning avenues of access to CAI, aspects and issues of hardware, programming, authoring systems, software packages, and software evaluation are outlined. A concluding section on directions in CAI reviews progress in evaluating program effectiveness and the status of research and development efforts. An indexed and annotated bibliography and a glossary of CAI and computer terms are appended. (MSE)

ED 246 696

FL 014 514

Weber, Wilhelm K.

Training Translators and Conference Interpreters. Language in Education: Theory and Practice, No. 58.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-15-599299-6

Pub Date—84

Contract—400-82-0009

Note—74p.

Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advanced Courses, Career Ladders, Classroom Techniques, Curriculum Development, *Employment Opportunities, *Ethics, *Interpreters, Language Skills, Second Language Instruction, *Second Languages, Teaching Methods, *Testing, *Translation

Identifiers—Foreign Language Careers, *Professionalism

An examination of translation and conference interpretation as well-established academic professions focuses on how they should be taught in order to maintain the integrity of the two professions and the highest standards in their exercise. An introductory section answers the question, "Can translation and interpretation be taught?" noting that these professionals must possess an extraordinary array of qualifications, including flawless mastery of their working languages, including their native one. A second chapter outlines the basic qualifications and aptitudes for succeeding in the profession as well as the characteristics of those who should not try to enter it. A chapter on learning and teaching resources discusses textbooks, dictionaries, periodicals, text materials, and needed equipment (booths and consoles). The structure, duration, and sequence of translation and interpretation curricula, specific instructional methods for the different kinds of work, and testing issues are discussed in separate chapters, and two concluding sections look at career options and job opportunities and issues in professional ethics. In the latter section, the translator's and interpreter's responsibilities are detailed. A concluding chapter contains some advice to prospective students in the field, and a bibliography is appended. (MSE)

ED 246 697

FL 014 515

Morley, Joan

Listening and Language Learning in ESL: Developing Self-Study Activities for Listening Comprehension Practice. Language in Education: Theory and Practice, No. 59.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-15-599298-8

Pub Date—84

Contract—400-82-0009

Note—161p.

Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Auditory Discrimination, Class Activities, Classroom Techniques, *English (Second Language), *Independent Study, Instructional Materials, *Listening Comprehension, *Listening

Skills, *Material Development, Notional Functional Syllabi, Phoneme Grapheme Correspondence, *Second Language Instruction, Second Language Learning, Spelling

An examination of materials development for independent study in listening comprehension of English as a second language (ESL) begins with an outline of current directions in second language instruction. The discussion that follows has two parts. The first is a review of some changing perspectives on the role of listening in language learning and teaching, including historical notes, the distinctions emerging in the field during the 1970's, and the 1980's emerging focus on the importance of listening. Part two presents guidelines for developing materials and examples of special listening activities designed for a segment of a self-study aural comprehension curriculum. The materials are intended for adult and teenage ESL learners at elementary and intermediate levels, and are designed to focus intensive attention on selected listening tasks in two broad categories. One is functional listening and vocabulary building, with an emphasis on understanding message content and intent in building vocabulary. This category is further divided into notional/informational listening and situational/functional/informational listening. The second category of tasks is structural analysis listening, with an emphasis on analyzing sound patterns, spelling patterns, and some grammatical elements. This category is subdivided into discrimination-oriented listening practice and sound-spelling listening practice. A bibliography is included. (MSE)

ED 246 698

FL 014 517

Broderick, Victor K.

The Development of Metaphor Comprehension. Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, Children, Cognitive Development, *Comprehension, *Concept Formation, *Language Acquisition, *Metaphors, *Psycholinguistics

A study to investigate the development of children's ability to relate concepts and thus understand metaphors by examining their performance on three concept-relating tasks is reported. Abstract-metaphoric, concrete-metaphoric, and literal taxonomic relationships were embedded in an analogy-like binary choice task. In this type of task, the children were presented all four terms of a proportion but only partial information about where each term fit into the proportion. As anticipated, the children's performance reflected a general developmental trend, improving with age. Performance was significantly above chance for all tasks at all grade levels, with the exception of the literal taxonomic task for preschoolers. Performance on the literal task was significantly poorer than on either of the metaphoric tasks, while performance on the abstract and concrete metaphoric tasks was quite comparable. The data do not support the hypothesis that children's literal language should surpass their metaphoric language or that their ability to relate concepts begins at a primitive, concrete level and gradually develops to comprehension of abstract metaphors. The ability to relate disparate concepts does not appear to be a metaphor-specific ability that could account for children's development of metaphor comprehension. (MSE)

HE

ED 246 699

HE 016 837

Collier, Gerald, Ed.

The Management of Peer-Group Learning: Syndicate Methods in Higher Education. SRHE Monograph 55.

Society for Research into Higher Education, Ltd., London (England).

Report No.—ISBN-0-900868-96-1

Pub Date—83

Note—134p.

Available from—Humanities Press, Atlantic Highlands, NJ 07716 (\$18.75).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Foreign Countries, *Grouping (Instructional Purposes), Higher Education, *Peer Teaching, *Small Group Instruction, *Student Participation

Syndicate methods in higher education, which use small groups, are considered in 14 chapters. A class of 20-40 students may be divided into syndicates of 4 to 8 students, and the bulk of work consists of assignments conducted on a cooperative basis. There is some alternation between the work in the student-led syndicates and the tutor-led plenary sessions of the whole class. Considerable variations in the way the technique is employed are covered in the different chapters. Chapter titles and authors are as follows: "Syndicate Methods Placed in Context" (Gerald Collier); "Experiments in College Teaching" (G. Collier); "Studies in French Literature" (Colin Evans); "A New Medical School in Australia" (Rufus Clarke); "Kinesiology: Academic Aspects of Physical Education" (Peter Glew); "A Report from America" (Leslie Besch); "Experiments in the Exploration of Values" (G. Collier); "An Australian Project on Regional Studies" (Dennis Moss); "The Engineering Syndicate Study" (Gerald Edwards); "The Six College Project" (Peter Chambers); "The Influence of Examinations" (Iain Rodger); "The Tutor's Role" (Glyn Owen); "The State of Play" (M. L. J. Abercrombie); and "Guidelines for an Aspiring Practitioner" (G. Collier). (SW)

ED 246 700 HE 016 838

Williams, Gareth Blackstone, Tessa

Response to Adversity: Higher Education in a Harsh Climate. SRHE Monograph 53.

Society for Research into Higher Education, Ltd., London (England).

Report No.—ISBN-0-900868-92-9

Pub Date—Apr 83

Note—162p.; Papers from a Seminar of the Leverhulme Programme of Study into the Future of Higher Education (10th, 1983).

Available from—Humanities Press, Atlantic Highlands, NJ 07716 (\$15.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Freedom, Access to Education, Budgeting, *Change Strategies, College Administration, College Faculty, *College Instruction, Continuing Education, Declining Enrollment, Degrees (Academic), Educational Demand, Educational Policy, Foreign Countries, *Higher Education, *Research Needs, Resource Allocation, *Retrenchment, Student Financial Aid, Trend Analysis

Identifiers—*Great Britain, Public Service, Robbins Report (England)

Issues pertaining to the prospect of decline in British higher education are considered. The following topics are addressed: The 1963 report of the Committee on Higher Education (Robbins Report), the pattern of change in higher education over the past 20 years; the basic issues of scope, diversity, access, and public service; patterns of participation in college-demand and access; degree programs; grants and loans; autonomy, tenure, and the academic profession; the quality of teachers and instruction; the relationship between research and teaching; management models; and higher education policy and resource allocation. It is projected that in the future there will be a call for research and development for industry and government, for continuing education for adults, and for public service to meet the needs of local and national communities. Two-year degrees are recommended to help survive the harsh climate. Further essential ingredients would be robust institutional management, fixed-term contracts for senior academic posts, together with systematic evaluation of performance. An article on international comparisons in higher education by Ladislav Cerych is appended. (SW)

ED 246 701 HE 017 070

Pile, Wilson, Ed.

Massachusetts Higher Education in the Eighties: Proposals for Development. A White Paper. The Alden Seminars.

Association of Independent Colleges and Universities of Massachusetts; Massachusetts Univ., Boston. Center for Studies in Policy and Public Interest.

Spons Agency—Alden (George I.) Trust, Worcester, MA.; Ford Foundation, New York,

N.Y.

Pub Date—83

Note—36p.

Available from—Alden Seminars, 100 Arlington Street, Room 321, Boston, MA 02116.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *College Planning, *Financial Support, Geographic Regions, Organizations (Groups), Position Papers, *Postsecondary Education, *Technical Assistance

Identifiers—*Massachusetts, *New England

Two position papers on higher education in Massachusetts in the 1980s, which were prepared by the Alden Seminar for Higher Education, are presented. In addition, an overview of the Alden Seminar meeting (Boston, Massachusetts, October 1983), which examined proposals for a Higher Education Development Corporation, is included. In "Adjusting to the Eighties: A Proposal for Assisting Higher Education in New England," Stephen R. Lewis, Jr. and Michael S. McPherson propose that a new organization be formed that would provide analytical and planning assistance to higher education in the New England region. Operations of the organization are discussed, including governance, criteria for assisting institutions, types of assistance to institutions, sources of technical assistance, sources of finance, and the relation to public and private institutions. Comments by Jill K. Conway in support of a Development Corporation for Higher Education in Massachusetts are included. Dorothy N. Marshall and Franklin Patterson's position paper, "A Massachusetts Higher Education Development Corporation: A First Step," provides an overview of the proposed corporation. The corporation would assist higher education in Massachusetts to adapt to the changing circumstances of the next decade. Brief biographies of Alden Seminar participants are appended. (SW)

ED 246 702 HE 017 088

Welcher, Paul

Higher Education and Social Change: The Continuing Impact of the Sixties.

State Univ. of New York, Old Westbury. Coll. at Old Westbury.

Pub Date—Dec 83

Note—7p.

Journal Cit—DOXA: Newsletter of the Structured Year Program; v2 n2 Nov-Dec 1983

Pub Type—Collected Works - Serials (022)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, *College Role, *Educational Opportunities, Higher Education, Open Enrollment, Political Influences, *Social Change

Major issues that emerged in the interplay of higher education and society in the 1960s and are relevant today are considered in a newsletter article. It is noted that the social movements of the 1960s that began on the campus continue to fundamentally change society, and these changes will also force higher education to play a different role in the future. The growth of two-year colleges is seen as an attempt to cope with the open admissions policy. It is concluded that, like society as a whole, higher education is having a difficult time and must fend off external forces that want to use it for repressive political reasons. (SW)

ED 246 703 HE 017 096

Gladioux, Lawrence E.

The Issue of Equity in College Finance.

Pub Date—83

Note—14p.; Paper reprinted from "The Crisis in Higher Education" (Joseph Froomkin, Ed., 1983).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *College Students, *Educational Equity (Finance), Eligibility, *Federal Aid, Financial Problems, Higher Education, Need Analysis (Student Financial Aid), Parent Financial Contribution, Scholarships, *Student Financial Aid

Identifiers—*College Costs

The evolution of student financial aid and current trends of increasing college costs and decreased federal aid are discussed. The objective of removing barriers to opportunity has resulted in the award of aid according to some measure of student and family need. While the need-based approach originated and evolved within the educational community, the federal government has become the largest source of

student aid. It is reasonable to assume that student aid has had something to do with the democratization of college opportunities during the past quarter century. The greatest hazard of the current policy of financial aid cuts and changed eligibility criteria is the squeeze on students and families in the lower economic range. It appears that college has recently become more difficult for families to afford; in many states tuition levels are rising without any commensurate increase in need-based aid. More than half of the colleges included in a recent survey indicated that, in addition to offering need-based aid, they consider all incoming freshman applicants for academic scholarships without regard to financial need. Most parents are still prepared to contribute something to their children's education; however, overall, an increasing share of the cost burden is likely to fall on students themselves. (SW)

ED 246 704 HE 017 136

Symons, Thomas H. B. Page, James E.

Some Questions of Balance: Human Resources, Higher Education and Canadian Studies. Volume III of "To Know Ourselves: The Report of the Commission on Canadian Studies".

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Report No.—ISBN-0-88876-075-2

Pub Date—84

Note—282p.; For volumes I and II, see ED 124 032.

Available from—Publications Office, Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, K1P 5N1, Canada (\$10, Canada; \$12, United States; \$14, other countries).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Age Groups, Citizenship, *College Faculty, *College Graduates, *Employment Opportunities, *Enrollment Trends, Females, Foreign Countries, Foreign Students, Graduation Requirements, Human Capital, *Information Needs, Labor Market, Needs Assessment, *Postsecondary Education, Statistical Data

Identifiers—*Canada

Questions about the supply of highly qualified graduates in Canada are examined. Attention is directed to the following concerns: the need for more adequate statistical information about Canadian postsecondary education and about current and future requirements for highly qualified graduates; the problems of maintaining equilibrium in the period of growth in Canadian higher education from 1945 to 1975; the current state of Canadian higher education, especially problems and uncertainties about enrollments and finances and the relationship of these to the development of Canadian studies; Canadian requirements for highly qualified graduates; the age structure of the professoriate and the lack of jobs for young scholars in Canada; the question of faculty citizenship (i.e., hiring Canadians for Canadian universities); the human resource questions arising from the national goals set for research and development; the status of women in Canadian academic life and the implications for teaching and research about Canada; and the role of foreign students in the promotion of knowledge about Canada. Recommendations are focused to specific organizations, institutions, and government agencies. Appended are a bibliography and guidelines on Canadianization and the university. (SW)

ED 246 705 HE 017 137

Houwing, J. F. Ed. Kristjanson, A. M. Ed.

Inventory of Research into Higher Education in Canada, 1984 = Inventaire des recherches sur l'enseignement supérieur au Canada, 1984.

Report No.—ISBN-0-88876-079-5

Pub Date—84

Note—66p.

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, K1P 5N1, Canada (\$6.00).

Language—English; French

Pub Type—Reports - Descriptive (141)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Administration, College Faculty, College Instruction, College Students, Continuing Education, Educational Finance, *Educational Research, Extension Education, Foreign Countries, *Postsecondary Education, Researchers, *Research Projects, Scholarly Journals, School Personnel

Identifiers—*Canada

The 1984 inventory of research into higher education in Canada is presented. Descriptions are pro-

vided of about 260 projects that deal with research and practical developments in postsecondary education, its activities and characteristics. The projects, which are entered in the language in which they were reported (English or French), are grouped under six categories: general; administration, finance and manpower/administration; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. The following format is followed: title, brief description, estimated date of completion, name and address of researchers, source of further details if other than the researchers are mentioned, and publication arising from the project (title and information on availability). Specific topics include: organization and structures, accreditation, Canadian studies, general bibliographies, costs, planning, information systems, enrollment projections, employment of graduates, teaching effectiveness, grading, characteristics of staff, employment conditions, student characteristics, educational and occupational plans, student attrition, student financial aid, adult learning, and off-campus instruction. The addresses of universities are included. (SW)

ED 246 706 HE 017 204

Highlights of the Winter 1984 Meeting, Business-Higher Education Forum (Scottsdale, Arizona, January 26-28, 1984).

Business-Higher Education Forum, Washington, D.C.

Pub Date—Jan 84
Note—17p.

Available from—Business-Higher Education Forum, One Dupont Circle, Suite 825, Washington, DC 20036.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Business Administration Education, *College Role, *Educational Objectives, *Higher Education, *Human Capital, Industry, Productivity, *School Business Relationship

Identifiers—Arizona

Discussions of the Business-Higher Education Forum winter 1984 meeting are summarized. The Forum is a select group of about 80 chief executive officers from the largest corporations and higher education institutions in the United States. Welcoming remarks delivered by Arizona Governor Bruce E. Babbitt briefly address Arizona's future in technology. John Young, who serves as Chairman of The President's Commission on Industrial Competitiveness, reviews the Commission's progress to date and its key concerns, including the cost of capital for American companies and tax policy and human resources. The question of whether America's business education is responsive to the needs of business is addressed by James P. Baughman of General Electric Company. The co-author of "In Search of Excellence," Thomas J. Peters, suggests that innovation, quality, and courtesy are major success factors for American business. Three views of education in the 1980s are expressed by Procter & Gamble Company Chairman Owen B. Butler, University of California President David Pierpont Gardner, and University of North Carolina President William Friday. Additionally, a discussion of Forum reports is briefly summarized, along with a report on the Canadian Corporate Higher-Education Forum.

ED 246 707 HE 017 205

Gilbert, J. J., Ed.

Nurses & Physicians of Tomorrow: A World-Wide Survey on Professional Roles and Their Use as a Basis for Educational Programmes.

World Health Organization, Geneva (Switzerland).
Report No.—WHO/EDUC/84.183

Pub Date—84

Note—196p.; Produced in coordination with the International Council of Nurses and the World Federation for Medical Education.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Case Studies, Clinical Experience, Course Content, *Course Objectives, *Educational Objectives, Higher Education, *Medical Education, *Nurses, *Nursing Education, *Physicians, Professional Development, Questionnaires, School Surveys

Identifiers—Ben Gurion University (Israel), Brandon General Hospital MB, Pajajaran State University (Indonesia), University of Newcastle (Australia), University of the Philippines

Results of a World Health Organization survey concerning the use of learning objectives in medical and nursing education programs are presented, along with five case studies of educational programs. A total of 42 schools of nursing and 21 schools of medicine completed a questionnaire designed to elicit information concerning learning objectives. Each questionnaire item is presented, followed by a table in which all of the responses are presented. For each question, findings are discussed briefly, and some of the respondents' comments are reviewed. The following five case studies illustrate the use of learning objectives in educational programs in medical and nursing schools: Brandon General Hospital, School of Nursing, Manitoba, Canada; University of the Philippines Systems, College of Nursing; Padjadjaran University, School of Medicine, Java, Indonesia; University of Newcastle, Faculty of Medicine, New South Wales, Australia; and University Center of Health Sciences, Ben Gurion University of the Negev, Israel. Materials provided in the case studies include: a clinical experience record for nursing; a list of competencies expected of the nursing graduate; a list of skills, knowledge, and attitudes for two nursing courses; a list of process and content objectives for medical students; and learning objectives for specific medical school courses. (SW)

ED 246 708

Ellis, Susanne D.

1982-83 Survey of Physics and Astronomy Bachelor's Degree Recipients.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.—AIP-R-211.15

Pub Date—Mar 84

Note—10p.

Available from—American Institute of Physics, 335 East 45 Street, New York, NY 10017.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assistantships, *Astronomy, *Bachelors Degrees, Career Planning, *Education Work Relationship, *Employment Patterns, Foreign Students, *Graduate Study, Graduate Surveys, Higher Education, Minority Groups, National Surveys, *Physics, Salaries, Student Characteristics

Results of the American Institute of Physics' 1982-1983 survey of physics and astronomy bachelor's degree recipients are examined. The information was obtained from individual degree recipients and focuses on their postbaccalaureate plans. Highlights of the findings are as follows: a five-percent increase over 1981-1982 occurred in the total number of physics bachelor's degrees, which was the largest number of graduates in 10 years; the number of astronomy bachelors comprised the smallest total since the mid-1970s; a gradual increase in the ages at which physics students completed their bachelor's degrees was demonstrated; a further increase in the proportion of physics bachelors who did not take physics in high school occurred; and a doubling of the proportion of physics bachelors who entered the military since 1973 was found. Data are included on the following: trends in postbaccalaureate plans of physics bachelors, 1973-1983; characteristics of new physics bachelors and of new astronomy bachelors; postbaccalaureate plans of U.S. and foreign minorities among the 1983 physics bachelors; selected characteristics of minority physics bachelors; changes in employment for new physics bachelors, 1973-1983; and postbaccalaureate plans of graduating classes of astronomy bachelors, 1975-1983. (SW)

ED 246 709

America Has a New Urgency.

American Council on Education, Washington, D.C. Association Council for Policy Analysis and Research.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—84

Note—32p.; Also supported by a grant from the Chemical Bank.

Available from—NACUBO, P.O. Box 35024, One Dupont Circle, Suite 510, Washington, D.C. 20013 (\$2.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, Educational Trends, Financial Support, *Government Role, *Higher Education, *Labor Force Development,

Nontraditional Students, Position Papers, *School Business Relationship, *Trend Analysis Identifiers—Industry Role

Ways that higher education is changing to meet the country's needs are discussed, along with roles that Americans, government, and business can play to help higher education. New developments in higher education include: providing college instruction to nontraditional students (e.g., bright high school students, older adults, women returning to work, and workers); offering weekend colleges and two-week institutes; training employees for high-tech positions; and increasing the number of two-year colleges, which focus on job training and aid to local industries. Trends concerning specific academic programs and graduate study and research are noted, along with the improved management of colleges, and the leadership role assumed by higher education in furthering social justice and equality. Links between colleges and elementary and secondary education are also cited. It is claimed that Americans must understand that higher education is a requirement for America's continued progress in the world. Federal aid is recommended to promote educational opportunities and to support research and graduate education, as well as to assist colleges in areas of national importance. Areas in which state governments and corporations can help higher education are also identified. (SW)

ED 246 710

Goodwin, Craufurd D. Nacht, Michael

Goodness and Frustration: The Impact of American Higher Education on Foreign Students with Special Reference to the Case of Brazil.

Institute of International Education, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—IIE-RR-5; ISBN-87206-128-0

Pub Date—84

Note—55p.; Foreword by Luiz Bevilacqua, Vice Rector for Academic Affairs, Pontifical Catholic University of Rio de Janeiro. Support also received from the Landegger Charitable Foundation.

Available from—Communications Division, Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Administration Education, *College Students, *Culture Conflict, Doctoral Programs, Economic Factors, Engineering, *Foreign Students, Graduate Students, Higher Education, *International Educational Exchange, *Student Attitudes, Undergraduate Students

Identifiers—*Brazil, *United States

The effects of U.S. higher education on foreign students from Brazil were investigated in 1982. Attention was directed to: changes in attitudes toward the U.S. and Brazilian economies, and especially economic relations with the United States; ongoing ties of foreign alumni to the United States and to the colleges attended; and the impact of changed social, political, or economic views on the individual. Interviews were conducted with foreign student undergraduates; graduate students of business and management; graduate students in engineering and other technical fields; and doctoral candidates in a range of fields. None of the students regretted having studied in the United States. However, least happy outcomes were reported by undergraduate alumni, and many reported alienation from Brazilian society upon their return. Graduate school alumni had a much more uniformly positive experience. Many Brazilians were positively affected by U.S. business schools' emphasis on problem solving. Graduate engineering alumni felt that U.S. training put them at the cutting-edge of technology. Post-return frustrations emerged in dealing with government regulations and in continuing work in advanced problems. Recommendations for U.S. government, American colleges, and national/international organizations are included. (SW)

ED 246 711

Lane, Frederick Ed.

Higher Education in New York.

New School for Social Research, New York, N.Y. Center for New York City Affairs.

Pub Date—Oct 83

Note—30p.

Available from—City Almanac, J. M. Kaplan Center for New York City Affairs, New School for Social Research, 66 Fifth Avenue, New York, NY 10011 (\$4.50)

Journal Cit—City Almanac; v17 n3 Oct 1983
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Educational Finance, *Educational Policy, *Federal State Relationship, Financial Policy, *Financial Support, *Higher Education, *Public Policy, Resource Allocation, *Statewide Planning
Identifiers—*New York

New York State higher education policy and finance are discussed in four articles. In "Higher Education and Public Policy in New York," Frederick S. Lane considers the state's institutions, policy-makers and politics, financing of colleges, enrollment patterns, links to economic development, and the changing educational environment. Paul T. Veillette's article, "New York State's Fiscal Condition and Budget and Their Implications for Higher Education," examines the economic and budgetary context in which colleges seek funds in a period of fiscal constraint. Next, "Federal Higher Education Policies in the 1980s and Their Implications for New York State," by Mark A. Emmert and John C. Honey, reviews federal policies toward higher education, including the past emphasis on promoting equity, current trends under the Reagan administration, and future challenges. Specific attention is directed to student financial aid, support for research and development, and the extension of federally mandated social programs into academe. Finally, a summary of the highpoints of New York City's success in balancing its budget is presented in "Response-Managing Uncertainty: The Case of New York City's 1983-84 Budget," by Alair A. Townsend. (SW)

ED 246 712

HE 017 280

Moran, Mary
Student Financial Assistance: Next Steps to Improving Education and Economic Opportunity for Women.

Pub Date—[84]

Note—179p.; Materials gathered in part for the National Commission on Student Financial Assistance.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Attendance, *College Students, Economic Opportunities, Enrollment Trends, Equal Education, *Federal Aid, Federal Government, *Federal Regulation, *Females, *Financial Policy, Government Role, Higher Education, Minority Groups, Participative Decision Making, Questionnaires, Sex Discrimination, *Student Financial Aid

Identifiers—College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, State Student Incentive Grants, Supplemental Educational Opportunity Grants

Research findings relating to the impact of student financial aid policies and practices on women are reviewed. Emphasis is placed on the importance of student aid for improving economic opportunity and security for women. The primary focus is on institutional practices and student aid programs administered by the U.S. Department of Education (Pell Grants, Guaranteed Student Loans, College Work Study, Supplemental Educational Opportunity Grants, National Direct Student Loans, and State Student Incentive Grants). The following concerns are addressed: significant demographic and enrollment trends influencing female participation in student aid; participation rates of women and average awards for the federal student financial assistance programs; problems in enforcing Title IX requirements for achieving equity in student financial assistance; the disproportionate adverse impact on women, and particularly minority women, of federal student aid regulations and institutional practices; problems in the role of the federal government in encouraging women to participate in postsecondary education; and lack of representation of women in federal student aid policy making. Supplementary statistical data are included, along with questionnaires and regulatory information. (SW)

ED 246 713

HE 017 286

Payne, Kathleen
Fall 1983 Freshmen at Private Black Colleges.
United Negro College Fund, Inc., New York, N.Y.
Pub Date—Apr 84
Note—17p.

Available from—Research Department, United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.

Journal Cit—Research Report; v8 n1 Apr 1984
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, *Black Colleges, Black Students, *College Freshmen, Comparative Analysis, Educational Background, *Family Characteristics, Family Income, Higher Education, National Norms, *Occupational Aspiration, *Private Colleges, *Student Characteristics

Results of a 1983 study of freshmen at private black four-year colleges and a comparison to freshmen at all four-year colleges are presented. Attention is directed to the educational, financial, and family backgrounds of the students, as well as their aspirations and interests. Data were obtained from "The American Freshman: National Norms for Fall 1983." Findings include the following: 88.3 percent of the private college, black freshmen graduated from public high schools; half of the students reported a high school average of 3.0 or better (on a 4.0 scale); over three-fourths of the students rated themselves above average in the drive to achieve; nearly 72 percent of the black college freshmen planned to continue their education at the graduate level, compared with 56.5 percent of the freshmen at four-year colleges nationally; and the five most popular careers chosen by freshmen both at private black colleges and at four-year colleges nationally were in business, medicine, computer analysis and programming, engineering, and law and accounting or actuarial science. Information is also provided on: racial composition of high school and neighborhoods, reasons for attending college, reasons for college choice, estimated parental income, father's and mother's education and occupation, financing of college expenses, and political orientation/activities. (SW)

ED 246 714

HE 017 288

Educational Excellence: Aspirations and Realities.

The Proceedings of the Annual Convention of the Middle States Association of Colleges and Schools (97th, Philadelphia, Pennsylvania, December 9-10, 1983).

Middle States Association of Colleges and Schools, Philadelphia, PA.

Pub Date—84

Note—163p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Accrediting Agencies, *Educational Quality, *Elementary Secondary Education, *Higher Education, *Private Education, *Public Education

Identifiers—*Excellence

The proceedings of the 1984 annual meeting of the Middle States Association of Colleges and Schools, which focused on the issue of educational excellence, are presented. Five papers on educational excellence as well as the business meeting of the Association are included. In "Educational Excellence: Aspirations and Realities," Alexander W. Astin considers traditional conceptions of excellence and proposes a new approach to excellence that emphasizes educational impact. Implications for accreditation are also addressed. Three articles entitled "From the Need for Excellence to the Achievement of Excellence" are presented. James L. Doud covers excellence in elementary school, including specific recommendations. The need for excellence and its attainment in secondary schools is discussed by Saul Cooperman, while excellence in higher education is addressed by Richard Berendzen. The final article, "Achieving Excellence in Public and Private Education: Closing the Widening Gap," by Richard M. Millard considers contributions to declining educational quality and the definition of quality. Additional contents include: reports of the Association's officers; reports on elementary and secondary schools and colleges; lists of Association staff; and the Association's charter and by-laws. (SW)

ED 246 715

HE 017 289

Richardson, Richard, C., Jr. And Others
Missions and Priorities of Arizona Universities: A Research Report.
Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Pub Date—84

Note—117p.

Available from—Department of Higher and Adult Education, Arizona State University, Tempe, AZ 85287.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Attitudes, *College Role, Higher Education, Legislators, *Public Opinion, Questionnaires, *School Attitudes, *State Universities, Student Attitudes, Teacher Attitudes, Trustees

Identifiers—*Arizona, Institutional Mission

Results of a survey of public attitudes toward the activities conducted by Arizona's three public universities are presented, with a focus on the total Arizona university system rather than individual institutions. Priorities were assigned to the activities conducted by the three universities by all Arizona legislators and trustees, and random samples of registered voters, senior administrators, faculty, and students from the universities. Respondents also indicated how well they believed these activities were being performed. After describing the 10 missions identified by respondents, attention is directed to a breakdown of the relative importance assigned to the missions by external groups (outside of the universities) and groups internal to the universities. The missions in order of priority are as follows: teaching programs and services, educational and cultural services, research and technical assistance, health care for teaching and research, improving quality, student support services, broadening access, optimizing revenues, special emphasis on women and minorities, and intercollegiate athletics. Additional information about the activities assigned to each mission and their factor loadings is appended. Appended materials also describe survey development, sample selection, survey administration to the constituent groups, response rates, and data analysis. The survey questionnaire is included. (SW)

ED 246 716

HE 017 290

Sabatini, John, Comp.

Out-of-State Institutions of Higher Education Operating in the State of Maryland. Academic Year 1983-1984. Postsecondary Education Research Reports. [Fifth Annual Report].

Maryland State Board for Higher Education, Annapolis.

Pub Date—Dec 83

Note—60p.; For reports of previous years, see ED 184 477, ED 197 646, and ED 225 447.
Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Compliance (Legal), *Enrollment Trends, *Extension Education, Geographic Location, Graduate Study, *Higher Education, *Off Campus Facilities, *School Location, State Standards, State Surveys, Undergraduate Study

Identifiers—*Maryland, *Out of State Institutions

Information is presented on out-of-state institutions operating in Maryland during the 1982-1983 academic year, courses and programs, enrollments by institution, and the locations of the courses. Institutional changes since the preceding academic year and the current status of approved institutions are also identified. Fifteen out-of-state institutions were approved to operate at 36 separate off-campus locations. Two new schools were approved to operate in Maryland during the year covered: Neumann College and Western Conservative Baptist Seminary. The 36 sites approved include: 13 county and private schools, 8 private organizations, 6 federal agencies, 4 naval installations, 4 military bases, and 1 church. Of the 15 institutions requesting approval, 14 were granted full approval for 1 year and one was granted approval for the fall semester only. Twelve are private colleges and three are public. Overall, these institutions enrolled an estimated 2,612 during the fall 1983 semester, 69 percent at the graduate level, and 31 percent at the undergraduate level. The universities accounting for the most enrollments were George Washington University, the University of the District of Columbia, Florida Institute of Technology, Central Michigan University, and American University. (SW)

ED 246 717

HE 017 291

Enrollment of Maryland Residents in Maryland Institutions of Higher Education, Fall 1982. Postsecondary Education Data Reports.
Maryland State Board for Higher Education, Annapolis.

napolis.

Pub Date—May 84

Note—87p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—College Students, Community Colleges, *Enrollment Trends, Foreign Students, Geographic Distribution, *Geographic Location, Higher Education, In State Students, *Institutional Characteristics, Out of State Students, *Place of Residence, Private Colleges, Racial Distribution, State Colleges, State Surveys, *State-wide Planning

Identifiers—*Maryland

Data concerning the place of residence of students who were enrolled in Maryland colleges during fall 1982 are presented, along with a brief narrative section. The information is intended primarily for use as a reference to study the enrollment patterns of the residents of the state's major political subdivisions at Maryland institutions. Of the 233,985 students in attendance, a place of residence was reported for 233,240. The statistical tables indicate campus enrollment patterns of residents of Maryland counties and Baltimore City, out-of-state students, and foreign students. Additional tables cover enrollment by race, sex, and place of residence, as well as undergraduate participation rates for Maryland political subdivisions for 1978, 1980, and 1982. Enrollments are shown by level of study and full-time/part-time status. New full-time freshmen are shown separately. In addition to the actual numbers of students enrolled on each campus, a percentage distribution is shown by campus and for selected groups of institutions. For each of the state's major political subdivisions, summary tables show the percentages of enrolled residents by attendance at the local community college, the most frequently attended public four-year campus, and the most frequently chosen independent institutions. (SW)

ED 246 718

HE 017 293

Guthrie, Marty. *Rapport, Renee*

A Guide to Disbursement, Refund, and Repayment.

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—Mar 84

Note—70p.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Administrative Policy, Administrative Guides, College Students, *Compliance (Legal), *Computation, *Federal Aid, Federal Regulation, Financial Policy, Grants, Higher Education, *Loan Repayment, *Student Financial Aid

Identifiers—Refunds

Guidelines are provided to assist in the interpretation of the regulatory requirements regarding disbursement of funds to students under Title IV student aid programs. Attention is also directed to the higher education community's self-regulation initiatives regarding refund and repayment, as well as the Department of Education's regulations in this area. The section on disbursement covers the disbursement process and methods of disbursing financial aid, including disbursement of Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, College Work-Study aid, and Guaranteed Student Loans. The following phases of the disbursement process are addressed: authorization of the payment of aid, assignment and application of aid to institutional charges, and payout of any remaining balances to the student. Disbursement methods that are covered include cash, payment voucher or check, or credit to a student's account. The next section covers policies and procedures relating to refunds and repayments required by changes in students' eligibility for aid. Appended are examples of refund policies that have been developed by various types of institutions, as well as case studies to provide self-learning applications. In addition, three case studies are provided that demonstrate the calculation of refunds and repayments at nonterm-based and clock-hour institutions. (SW)

ED 246 719

HE 017 297

Read, Sherry

TRIO Special Services Program Evaluation, University of Minnesota. Final Report 1982-83. Minnesota Univ., Minneapolis. General Coll.

Pub Date—83

Note—140p.; For related documents, see ED 212 227 and ED 224 418.

Pub Type—Reports — Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, *College Students, *Developmental Studies Programs, Economically Disadvantaged, *Educationally Disadvantaged, Higher Education, *Low Income Groups, Nontraditional Students, Program Effectiveness, Program Evaluation, Questionnaires, *Student Characteristics, Visual Impairments

Identifiers—*TRIO Programs, *University of Minnesota

An evaluation of the TRIO/Special Services program at the University of Minnesota, General College, is presented. Descriptions are provided of program operations, services offered, the program participants, and student eligibility. Program effectiveness is also assessed in terms of student outcomes, and individual program services are examined as an internal feedback measure. Attention is directed to the goals, organization, and services offered by the special services program at the college. A student demographic profile describes the population of the students in each program component in terms of variables such as race, sex, educational history, and academic preparedness. The students are also compared to a control group selected from General College freshmen who did not receive special services. Information is presented on traditional measures of program effectiveness, including grade point averages, credit completion, and overall student retention rates. Information is also provided on a new course offering, summer institute activities, training for handicapped students, and tutoring in English for non-native speakers. Supplemental materials include brief course descriptions, a student opinion survey, and a grant application for reading machines for the blind. (SW)

ED 246 720

HE 017 298

Nursing and Nursing Education: Public Policies and Private Actions.

Institute of Medicine (NAS), Washington, D.C.

Report No.—ISBN-0-309-03346-2

Pub Date—83

Note—335p.

Available from—National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 (\$12.50).

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Employment Opportunities, Employment Projections, Federal Aid, Financial Support, Higher Education, Labor Needs, *Labor Supply, Needs Assessment, *Nurses, *Nursing Education, Occupational Surveys, Personnel Policy, *Public Policy

Results are presented of a study of nursing and nursing education that focused on the need for continued federal support of nursing education, ways to attract nurses to medically underserved areas, and approaches to encourage nurses to stay in the profession. Findings are presented on whether the aggregate supply of generalist nurses will be sufficient to meet future demand, and how changes that could occur in the health care system might affect demand. Attention is also directed to how the current and future supply of nurses may be influenced by the costs of nursing education and the sources of education financing, and education for generalist positions in nursing. In addition, the supply and demand situation for nurses educationally prepared for advanced professional positions in nursing is examined. The influence of employer policies and practices in utilization of nursing resources on demand and supply is also addressed. Finally, areas in which further data and studies are needed to better monitor nursing supply and demand are identified. In addition to 21 recommendations, appendices include information on Nursing Training Act appropriations, state reports on nursing issues, certificates for specialist registered nurses, projections of registered nurse supply and requirements, and doctoral programs in nursing. (SW)

ED 246 721

HE 017 299

Making High School Count: Report of the Nevada

Joint Council on College Preparation, 1984.

Nevada Joint Council on College Preparation.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—84

Note—21p.

Available from—University of Nevada System, 405 Marsh Avenue, Reno, NV 89509.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *College Bound Students, *College Preparation, Computer Science Education, English Curriculum, Fine Arts, Higher Education, Knowledge Level, *Language Skills, *Mathematics Skills, Science Curriculum, Secondary School Curriculum, Second Language Programs, Skill Development, Social Studies

Skills and competencies needed for success in a four-year college program are discussed, based on an assessment of the Nevada Joint Council on College Preparation. The Council advocates that high school students take a sound course of basic academic subjects to prepare for college. The minimum courses that are recommended are as follows: 4 years of English, 3 years of mathematics, 3 years of science, 4 years of social studies, 2 years of the same foreign language, 1 year of visual arts or performing arts, and computer education. For each subject area and subarea, information is provided on specific skills, competencies, and knowledge that students should acquire. In addition, general skills that are needed for college study are identified. Based on the recommendations of various national educational and professional associations, the following general abilities are outlined in detail: organizing, study, and research; reading; writing; speaking and listening; dealing with quantitative and spatial concepts; and reasoning and investigating. Finally, separate notes are provided to students, parents, local school districts, the state board of education, and the board of regents. (SW)

ED 246 722

HE 017 300

Moore-West, Maggi. *And Others*

Faculty Adaptation to an Experimental Curriculum.

Pub Date—[84]

Note—9p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, Educational Innovation, Higher Education, Lecture Method, *Medical Education, *Medical School Faculty, *Student Centered Curriculum, *Teacher Attitudes, *Teacher Role, *Teaching Methods

The adjustment of medical school faculty members to a new curriculum, called problem-based learning, was studied. Nineteen faculty members who taught in both a lecture-based and tutorial program over 2 academic years were surveyed. Besides the teacher-centered approach, the other model of learning was student-centered and could be conducted in small group tutorials. For this new approach, the role of the faculty tutor was to act as a facilitator for student's self-learning, rather than the faculty member's traditional role of imparting of information. The data indicate that a new curriculum provided an added stimulation and excitement that offset the frustration of change for the participating faculty. Faculty saw the new program as inferior to the old in imparting breadth of content, yet superior in the type of student it may produce. The faculty were impressed with the new curriculum and were highly adaptive and willing to see positive aspects in the new experience. They viewed the new program as integrating both students' and teachers' knowledge in the basic and clinical sciences. (SW)

ED 246 723

HE 017 301

State Policy Initiatives for Financing Energy Efficiency in Public Buildings.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—May 84

Note—8p.; A paper from the Energy Task Force series on "Financing Planning for Energy Efficiency Investments".

Available from—National Association of College and University Business Officers, 11 Dupont Circle, Suite 250, Washington, DC 20036.

Journal Cit—Business Officer; p26-32 May 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, Capital, *College Buildings, Cost Effectiveness, *Energy Conservation, *Facility Improvement, *Financial Support, Higher Education, *Public Policy, School Funds,

State Action, *State Colleges

Alternative financing methods (other than state financing) for developing cost-effective energy efficiency projects are discussed. It is suggested that by properly financing energy efficiency investments, state campuses can generate immediate positive cash savings. The following eight initiatives for maximizing energy savings potential are addressed: assess the energy savings potential in all public buildings; commit to funding all projects that are cost effective; propose energy efficiency projects separately for capital budgeting; lift the capital ceiling on energy projects by demonstrating access to external capital; confirm or authorize the contractual ability of state institutions to use alternative financing; develop procurement procedures for using alternative financing; designate a budget line for alternative finance payments; and create a new energy budgeting system to stimulate efficiency. Components of an energy budgeting system are as follows: budgeting in energy units, budgeting over a 5-year period; calculating energy savings and converting into cost savings; and developing a schedule for distribution of savings. Finally, the following financial options are discussed: tax-exempt bonds, municipal leasing, shared savings contracting, and third-party financing. (SW)

ED 246 724

HE 017 302

Hyatt, James A.

Effective Strategies for Reallocation.

Pub Date—May 84

Note—6p.

Available from—National Association of College and University Business Officers, 11 Dupont Circle, Suite 250, Washington, DC 20036.

Journal Cit—Business Officer; p22-25 May 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, *Educational Finance, *Financial Problems, Financial Support, Higher Education, *Resource Allocation, *State Colleges

Strategies for reallocation of resources that were used by five public colleges are discussed. Attention is directed to the efforts of institutions that are under severe political, economic, and time pressure. At each of the following schools that were visited, meetings were held with key administrators, faculty members, and students: the University of Washington, the University of Idaho, the University of Michigan, Michigan State University, and the Seattle Community College District. Some of the internal and external factors that affect the way an institution approaches reallocation are discussed, including: duration of the fiscal crisis, degree of management flexibility available to the institution, diversification of institutional revenue sources, historical level of recurring program support, and ability of the institution's administration to communicate with all of the institution's constituent groups. Important elements that must be considered in developing an effective reallocation process are also addressed: faculty and constituent involvement in reallocation, assessment of institutional role and mission, quality of academic and support programs, and long-term versus short-term costs and benefits associated with reallocation. (SW)

ED 246 725

HE 017 303

Brown, Peggy Ann, Ed.

The Arts in Liberal Education.

Association of American Colleges, Washington, D.C.

Pub Date—June 84

Note—17p.

Available from—Association for American Colleges, 1818 R St., N.W., Washington, DC 20009.

Journal Cit—Forum for Liberal Education; v6 n6 May/June 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aesthetic Education, *Art Education, *College Programs, *Fine Arts, Graduation Requirements, Higher Education, *Liberal Arts, *Music Education, Program Descriptions, *Theater Arts

Identifiers—Adelphi University NY, Birmingham Southern College AL, Boise State University ID, City University of New York Brooklyn College, Drake University IA, Elmira College NY, Ithaca

College NY, Oberlin College OH, Skidmore College NY, University of Wisconsin Madison

College programs in the arts are described, and an essay on the role of the arts in liberal education is presented. In the essay, "Windows and Doors," Thomas K. Hearn, Jr. suggests that imagination is the primary agent of the educational process and is basic to moral development and moral thought. He argues that the arts have an important role, beyond their aesthetic contribution, for both the individual and society. Three aspects of common opinion that lead to the undervaluation of the significance of the arts are considered. A description of the close relationship between music and liberal arts at Oberlin College is followed by information on Skidmore College's emphasis on the arts. Attention is also directed to: the theatre program at the University of Wisconsin-Madison, the role of music in education at Ithaca College, and distribution requirements and degree programs in the arts at Birmingham-Southern College. An additional 10 college programs are described including: a program for arts management at Adelphi University, a center for the performing arts at Boise State University, core courses in the fine arts at Brooklyn College of the City University of New York, and the College of Fine Arts at Drake University. An annotated bibliography of eight publications on the arts is included. (SW)

ED 246 726

HE 017 304

Brown, Charles I. And Others

Playing the Game of School.

Kappa Delta Pi, Fayetteville, NC. Omicron Beta Chapter.

Pub Date—Mar 84

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advance Organizers, *College Students, Higher Education, *Learning Strategies, *Reading Improvement, *Student Attitudes, *Study Skills, *Textbooks

Ways to succeed in school and advice on reading books and textbooks are covered in four essays. The analogy of playing the "game of school" and preparing for and playing a sport is developed by Charles I. Brown in two essays. Study activities that are designed to be done before, during, and after class are suggested to help the student maximize school success. Pre-class activities include exploring the subject of the class, reading the first chapter of the required text before the first class, and making a schedule. During-class study activities pertain to student motivation, attitudes, and participation, while post-class activities include review of course material. An essay on reading a book by Peggy O. Stubbs outlines steps that can promote learning before the student has read an entire chapter. These steps include reading the preface, the table of contents, and chapter summaries as an introductory exercise. Finally, the game of reading a textbook is the subject of the final essay by Jean C. Broers. The following phases of game playing are addressed: examining different sections of the text, developing an attitude of interest in the text, and mastering necessary techniques and skills. (SW)

ED 246 727

HE 017 305

Employment in Connecticut Public Institutions of Higher Education: 1979 to 1983. Research Report R-3-84.

Kappa Delta Pi, Fayetteville, NC. Omicron Beta Chapter.

Pub Date—May 84

Note—55p.

Available from—Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *College Faculty, Comparative Analysis, *Employment Patterns, Females, Full Time Faculty, *Higher Education, Males, *Minority Groups, *School Personnel, School Surveys, Sex Differences, *State Colleges, State Surveys, Tenure, Women Faculty

Identifiers—*Connecticut
Information on employees in Connecticut's 22 public institutions of higher education in fall 1983 is presented, along with comparative data for 1979 and 1981 employment patterns. Employment by the seven Equal Employment Opportunity Commission occupational categories is also analyzed. A separate section provides information on faculty employment, and data by institution for 1983 are included. Important findings include the following: the total

number of full-time positions has declined; the decline is greatest in support positions; and the only overall growth area appears to be at the levels of executive/administrative/managerial. Faculty minority employment is maintaining its position in a period of declining employment, reflecting growth in employment for Asians and American Indians (numbers of Blacks and Hispanics, however, declined slightly between 1979 and 1983). More detailed findings are as follows: there were 92 fewer full-time faculty in 1983 than in 1979 and 1981; only the state technical colleges showed an overall gain from 1979, up 35 faculty; from 1981 to 1983, women improved their representation only in the secretarial/clerical category and maintained their representation among faculty. Information is included on faculty employment by rank and tenure, and by part-time or full-time status. (SW)

ED 246 728

HE 017 306

A Guide to COPA Recognized Accrediting Associations, 1983.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—83

Note—210p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, *College Programs, Eligibility, *Institutional Characteristics, *Postsecondary Education, Standards

Updated information for 1983 on 50 member associations of the Council on Postsecondary Accreditation (COPA) is presented, including the address and phone number and the names of the executive director and president. Additionally, for each association, information is provided on the postsecondary accrediting body, recognition status, scope of accreditation, number of accredited programs, membership, eligibility requirements for application, accreditation and professional membership, accreditation and licensure, accreditation standards and guidelines, accreditation classifications, adverse accreditation actions/decisions, the accrediting process, procedures required of applicant institutions, procedures required of accredited institutions/programs, and fees and dues. Four national institutional accrediting bodies and nine regional bodies are profiled, along with 37 specialized accrediting bodies. (SW)

ED 246 729

HE 017 307

Kuhns, Eileen Martorana, S. V.

Toward Academic Quality Off-Campus: Monitoring Requirements of Institutional Accrediting Bodies and the States for Off-Campus, Military Base, and Study Abroad Programs.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—84

Note—236p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Comparative Analysis, *Educational Quality, *Extension Education, *External Degree Programs, Geographic Regions, Higher Education, Military Air Facilities, Military Training, National Organizations, School Location, Standards, *Study Abroad

Identifiers—*Military Bases, *Out of State Institutions

Results of a study of the monitoring requirements of off-campus programs are presented. Summaries are provided of the monitoring requirements for off-campus, military base, and study abroad programs of member institutions of the Council on Postsecondary Accreditation. After defining types of off-campus programs, a conceptual plan is presented for analyzing monitoring requirements with regard to location of instruction vis-a-vis location of parent institution. Four major categories of monitoring concerns were identified: authority and need for the program, academic aspects, administrative aspects, and ancillary or support aspects. Differ-

ences and similarities in monitoring requirements are considered among the different organizations and regions, between the accrediting groups and the states, and among the three types of programs. A separate chapter for each of the six regions includes an overview of the requirements for the region and the states within the region. Next, narratives on requirements of the accrediting bodies and each of the states within that region are presented. Requirements of the four national associations are also covered. Finally, the findings are analyzed and implications for the postsecondary community are addressed. (SW)

ED 246 730

HE 017 308

Woodward, Frederick

Freshman Seminar Program Evaluation.

Pub Date—Feb 82

Note—11p; Paper presented at the National Conference on the Freshman Orientation Course/ Freshman Seminar Concept (Columbia, SC, February 4-6, 1982).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *College Freshmen, *Communication Skills, Dropout Prevention, Higher Education, Institutional Research, Program Evaluation, *School Holding Power, *School Orientation, Seminars, *Student Teacher Relationship

Identifiers—*State University of New York Coll at Plattsburgh

The effectiveness of the Plattsburgh Freshman Seminar program, which was designed to increase student retention, was evaluated. The 45 hour, three credit program was designed to help students clarify educational and personal goals, to increase faculty-student contact, to develop communication skills, and to familiarize the student with the curriculum. A sample of first-time freshmen students entering the 1980 fall semester at the State University of New York at Plattsburgh was studied. The study population consisted of 205 Freshman Seminar students and 205 comparison group students, who followed the regular curriculum with no special programming. The effects of entering student characteristics, initial attitudes, curricular goals and participation in the seminar were tested at the end of the first semester. Pre-college demographic and personal data were also collected. Students participating in the seminar reported significant contact with faculty and an enhancement of writing and oral skills. The other program goals were not affected by program participation. It is suggested that goals, values, and interests may take time to develop and change, and that the study was limited by measuring retention at the end of the first semester. Implications for retention policies and for further research are considered. (SW)

ED 246 731

HE 017 309

Dunkle, Sandra

Projections into the Future of Higher Education.

Pub Date—Nov 83

Note—11p; Doctoral degree required paper, Nova University.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Community Colleges, *Demand Occupations, Educational Demand, *Educational Trends, *Education Work Relationship, Higher Education, *Prediction, Trend Analysis, Universities

Trends and projections concerning the objectives and practices of higher education are discussed. It is noted that there is increased public demand for fewer courses in humanities and more courses in engineering, business, computers, and vocational-oriented programs. While remedial courses and learning assistance programs are still being offered on campuses, admission standards are rising. Colleges are hindered in hiring new faculty in the areas of high demand because new faculty positions are not available due to the tenure system. One alternative for the future is to let community colleges be responsible for remedial education. It is projected that the community college will continue to be the appropriate place for such courses as community education, self-growth and career (vocational) training. Tuition rates are projected to continue to rise, but at a slower pace. Tuition increases might be offset by new tax breaks for families paying for college education. Projections are also offered concerning practices pertaining to tenure, the need for retraining for jobs throughout the

working years, high-demand occupational fields, and the relationship between college and industry. (SW)

ED 246 732

HE 017 310

Soskin, Mark D. Eldblom, Nancy

Integrating the Term Paper into Economics Courses at Liberal Arts Colleges: Industry Case Studies Papers at SUNY-Potsdam. A Preliminary Study.

Pub Date—7 Apr 84

Note—30p; Paper presented at the Annual Meeting of the New York State Economic Association (Syracuse, NY, April 7, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Economics Education, Higher Education, *Information Seeking, Interprofessional Relationship, *Library Guides, Library Materials, *Writing (Composition)

Identifiers—*Term Papers

The problems and potential benefits of a term paper for an upper-division economics course are explored, and trends over 3 years are reported. The industrial organization course involves writing an industry case study term paper. Three concerns that are addressed in a term paper guide are discussed: topic selection, the organizational structure of the paper, and the quality of writing and the extent of analysis. Topics choices during 1981-1983 are identified; preference in topics by gender is mentioned. Attention is also directed to promoting a closer relationship between the teacher and library staff. An overview of library instruction, which involves a single lecture and a printed library guide for each student, is included. Results of evaluating bibliographic instruction are provided concerning the number and types of references in submitted papers, the use of periodical indices, and interlibrary loan requests. Supplementary materials are presented, including an excerpt from the "Guide to Writing the Term Paper," a "Guide to Library Use for the Economics of Industrial Organization." (SW)

ED 246 733

HE 017 311

Kaplin, William A.

Accrediting Agencies' Legal Responsibilities in Pursuit of the Public Interest. An Occasional Paper.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—82

Note—33p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, *Court Litigation, *Legal Responsibility, *Postsecondary Education, Public Policy

Identifiers—*Public Service

The evolution in the way courts have labeled or categorized accrediting agencies is considered, along with the legal and policy consequences of this evolution. Attention is focused on the public interest standard that is the core of these developments and on ways in which accrediting agencies can fulfill their legal responsibilities under this standard. Accrediting agencies as governmental entities, quasi-governmental entities, quasi-public entities, and private or nonpublic entities are discussed. It is suggested that the quasi-public category of law best serves the process of accreditation. This category focuses attention on the public service aspects of included entities. The quasi-public category provides a set of variously defined standards to guide courts in reviewing decisions of accrediting agencies and to guide accrediting officials and public policymakers in fulfilling accreditation's responsibilities to the public. The category also establishes the goal to serve the public interest. Four concepts critical to accreditation's future are: autonomy, impartiality, expertise, and public representation. A list of court cases and a brief bibliography are appended. (SW)

ED 246 734

HE 017 312

Rubba, Peter A.

Guidelines for Education Graduate Degree Research Proposals.

Pub Date—Jun 84

Note—8p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Graduate Study, Guidelines, Higher Education, *Proposal Writing, Research Design, *Research Methodology, *Research Proposals

Guidelines for research proposal preparation are presented to assist graduate students. The following components of educational research proposals are described: title page, introduction, methodology, schedule and budget, and bibliography or references. The introductory section enables the researcher to: define the study's purpose, review relevant literature, state research questions and hypotheses, and discuss the significance of the study. Preparing the methodology section requires consideration of the research design, data sources, experimental treatments, instrumentation, data collection methods, and data analysis methods. The degree of detail that should be included in the methodology section is dependent on whether enough information is provided for a reader to carry out the study. The schedule indicates when major events (e.g., those described in the methodology) will occur. For the budget, a two column format can be used to communicate anticipated research expenditures. Categorizing the items under major headings (e.g., instructional materials, travel) is helpful. (SW)

ED 246 735

HE 017 363

Mark, Charles

Third World Studies in Massachusetts Higher Education. Academic Project 1980-81. Part I: Survey—Central and Western Massachusetts.

Pub Date—84

Note—39p; For related documents, see HE 017 364-365.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Area Studies, Church Related Colleges, *College Curriculum, *College Programs, Community Colleges, *Developing Nations, Higher Education, *Institutional Characteristics, Intercollegiate Cooperation, *International Education, Private Colleges, *Social Sciences, State Colleges, State Surveys

Identifiers—*Massachusetts

Results of a study concerning teaching about the third world in colleges in Massachusetts are presented in this first of three volumes. Attention is focused on the survey of central and western Massachusetts (1980-81), which involved 20 public and private institutions. Objectives were to determine what colleges are doing, how they organize their curricula, the relative strength of social science departments, and various cooperative arrangements among colleges. Courses dealing with the third world were identified and estimates were made of the proportion of social science courses devoted to this subject matter. An introductory section of the report provides definitions of the term "third world." It is noted that many of the definitions refer to the political, geographic, and economic characteristics of these nations. Profiles are provided for each postsecondary institution, including three state colleges, four Roman Catholic colleges, eight private four-year liberal arts colleges, and two universities. Seven of these institutions are public and 13 private. By enrollment they range from colleges with fewer than 1,000 students to the University of Massachusetts (at Amherst) with about 24,000 students. (SW)

ED 246 736

HE 017 364

Mark, Charles

Third World Studies in Massachusetts Higher Education. Academic Project 1981-1983. Part II: Survey—Eastern Massachusetts and Boston.

Section A: Colleges. Section B: Universities.

Pub Date—84

Note—58p; For related documents, see HE 017 363-365.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Area Studies, Church Related Colleges, *College Curriculum, College Programs, Community Colleges, *Developing Nations, Higher Education, *Institutional Characteristics, *International Education, Private Colleges, *Social Sciences, State Colleges, State Surveys

Identifiers—*Massachusetts, Massachusetts (Boston)

Results of a study concerning teaching about the third world in colleges in Massachusetts are presented in this second of three volumes. Attention is focused on the survey of eastern Massachusetts and

Boston, which involved 40 public and private institutions. Courses dealing with the third world were identified and estimates were made of the proportion of social science courses devoted to this subject matter. Data generally refer to the 1981-1982 period; however, some 1980-1981 data are included. The first section of the report covers approximately 30 undergraduate institutions. Profiles are provided for each institution, including nine public community colleges and one private junior college, six co-educational private four-year colleges and six private women's colleges; five state colleges, and the Massachusetts College of Art and the Massachusetts Maritime Academy. The second report section covers 11 universities, including eight private and three state institutions. (SW)

ED 246 737

HE 017 365

Mark, Charles

Third World Studies in Massachusetts Higher Education. Academic Project 1981-1983, Part III: Analysis, Discussion and Proposal.

Pub Date—84

Note—26p. For related documents, see HE 017 363-364. Some tables may not reproduce well.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Area Studies, Church Related Colleges, *College Curriculum, College Programs, Community Colleges, *Developing Nations, Educational Certificates, Higher Education, Institutional Characteristics, *International Education, *Majors (Students), Private Colleges, Program Proposals, *Social Sciences, State Colleges, State Surveys

Identifiers—*Massachusetts, North Adams State College MA

Results of a study concerning teaching about the third world in colleges in Massachusetts are analyzed in this third of three volumes. A proposal for an academic certificate program in third world studies is also presented. Sixty colleges and universities in Massachusetts were surveyed (approximately half of such institutions in the state and enrolling 90% of the students). This sample of institutions is characterized as strong in liberal arts, with social sciences and humanities being well represented. The study focused on the extent to which the social sciences are involved in teaching about the third world, as well as the specific roles of sociology and anthropology. Data and narrative sections are presented on the following: population change and density of Massachusetts counties, the ethnic and racial composition of the counties, the percentage of minority and foreign students at 10 "more competitive" and 10 "less competitive" institutions in Massachusetts, and data on the home country of foreign students. It is proposed that North Adams State College establish a program leading to a Certificate in Third World Studies. This would be a one-year research-oriented program, encouraging independent study by students. Features and requirements of the program are described, including proposed courses. (SW)

ED 246 738

HE 017 366

Age Group and Sex of Students, Fall 1982, State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report No.—SUNY-OIR-8-84

Pub Date—Apr 84

Note—773p.

Available from—State University of New York, Office of Institutional Research, Albany, NY.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF05/PC31 Plus Postage.

Descriptors—*Age Groups, Annual Reports, *College Students, Community Colleges, *Enrollment Trends, *Females, Full Time Students, Graduate Students, Higher Education, *Males, Part Time Students, Sex, *State Universities, Student Characteristics, Technical Institutes, Trend Analysis, Two Year Colleges, Undergraduate Students

Identifiers—*State University of New York

The 1982 annual report of the State University of New York on the age group and sex of students is presented. The major statistical tables array four student characteristics: age group, sex, level (undergraduate/graduate), and load (part-time/full-time). Part one contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part two contains headcount and

percentage arrays of students by age group for each institution and institution type. Tables are available for undergraduates, graduates, and first-time students by load. Part three contains summarized historical trend data on all students from fall 1976 through fall 1982. In addition, trend data are grouped into sections by level (undergraduate/graduate/first-time), and each level has both headcount and percentage distributions for total, full-time, and part-time students. Additionally, age and sex trend data are displayed by level and load indexed to fall 1976. Two age groups are used to profile this trend data: those under age 24 and those age 25 and over. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1977. (SW)

ED 246 739

HE 017 367

Heist, Paul Taylor, Maxwell F.

The Block Plan: A Preliminary Report on a Ten-Year Evaluation of the Colorado College Block Plan Format for Intensive Study.

Colorado Coll., Colorado Springs.

Pub Date—Nov 79

Note—205p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College Curriculum, College Faculty, College Programs, College Students, Curriculum Development, *Extracurricular Activities, Higher Education, *Program Evaluation, *School Schedules, *Student Characteristics, Student Development

Identifiers—*Colorado College

Information on the Colorado College Plan, students and faculty at Colorado College, and reactions to the Colorado College Plan is presented. The plan is a revised curricular program, a main feature of which is the division of the academic year into nine blocks. Students take one course per block. Faculty members teach a single course, and varied learning styles are accommodated. Surveys of faculty and students were conducted during four consecutive spring seasons beginning in 1974. In addition, longitudinal studies during 1973-1979 focused on student's backgrounds, orientations, experiences, learning, and general development; the faculty and their involvements in the instructional program; and the function and operation of the plan and the effect on the institution. The history of the early development of the plan is described, along with nonacademic affairs (e.g., the leisure program, admissions, the library). Information on the characteristics of the student body is presented, along with the results of studies on student changes, faculty attitudes and teaching practices. Appended materials include: a proposal for the establishment of an assessment committee, a list of extracurricular events and attendance, and information on the Omnibus Personality Inventory scales. (SW)

ED 246 740

HE 017 368

Benson, Dena Elliott

Tenure Rights in Higher Education in the Face of Financial Exigency: The Impact of Private Agreement, Collective Bargaining, the AAUP, and the Courts.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date—May 84

Note—11p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$4.00).

Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions; v12 n2 Apr-May 1984

Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Collective Bargaining, *College Faculty, Contracts, *Court Litigation, Financial Problems, Higher Education, Legal Responsibility, *Reduction in Force, *Retrenchment, Teacher Associations, Teacher Dismissal, *Teacher Rights, *Tenure, Unions

Identifiers—*American Association of University Professors

The legal status of tenure rights threatened by financial exigency and the role of the American Association of University Professors in protecting those rights are considered. Accommodations of

competing managerial, employee, and institutional interests that must be addressed are also discussed. Court cases are reviewed that deal with managerial authority to dismiss tenured faculty. The cases appear to hold that such power is inherent in the authority needed to manage an institution. To identify what constitutes financial exigency, cases and policies are reviewed, and the following issues are raised: what funds are considered and whether the entire institution must be threatened. In considering means of alleviating financial exigency, the following concerns are discussed: whether there is a duty to place the tenured professor in another suitable position, whether non-tenured faculty must be dismissed prior to dismissal of tenured faculty, less drastic means which do not alter faculty rights, and unilateral actions affecting tenure rights. It is concluded that the decisions reviewed indicate that the proper forum for protecting academic freedom in the first instance is academia itself (through express and implied academic contracts), and the judiciary should be a last resort. (SW)

ED 246 741

HE 017 369

Chizek, Jerry W. Miller, W. Wade

A Follow-up and Analysis of Iowa State University Agricultural Education Curriculum Graduates: 1964-81.

Pub Date—84

Note—37p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Career Choice, *College Graduates, Educational Background, *Education Work Relationship, Employment Experience, *Graduate Surveys, Higher Education, Questionnaires, State Universities, Student Teaching, *Teacher Education, *Teacher Persistence, Vocational Followup

Identifiers—*Iowa State University

A survey of 339 graduates of Iowa State University Agricultural Education Department from mid-1964 through 1981 was conducted. The graduates were grouped according to their experiences related to the teaching of vocational agriculture: those who decided not to teach, those who taught vocational agriculture and subsequently left the teaching profession, and those who persisted as vocational agriculture teachers. Questionnaires were administered to determine graduates' high school experiences, home background, employment experiences, reasons for not entering or for leaving the vocational agriculture teaching profession, reasons for staying in this field, the value of the student teaching experience as preparation for teaching, and skill areas that are relevant to educational training. Findings include the following: 61.4 percent had entered vocational agricultural teaching directly after graduation; a total of 69.8 percent had taught vocational agriculture at some point after graduation; in 1982 only 18.6 percent were teaching vocational agriculture; farming was the present occupation of about 25 percent of the graduates, followed by vocational agriculture teaching, agricultural sales, banking, and agribusiness management. Additional information covers such topics as salaries, hours spent on the job, and membership in professional organizations. The questionnaire is appended. (SW)

ED 246 742

HE 017 370

Shared Savings Financing for College and University Energy Efficiency Investments.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Jun 84

Note—7p. A paper in the Energy Task Force series on Financing Campus Energy Efficiency Investments.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officer; p28-32 Jun 1984

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business, *Campus Planning, *Contracts, *Cooperative Programs, *Energy Conservation, Facility Case Studies, *Financial Policy, Higher Education, *School Business Relationship, School Funds

Shared savings arrangements for campus energy efficient investments are discussed. Shared savings is a term for an agreement in which a private com-

pany offers to implement an energy efficiency program, including capital improvements, in exchange for a portion of the energy cost savings. Attention is directed to: types of shared savings arrangements being offered by the private sector and the way they work; the appropriateness of shared savings for a campus's energy management and financing programs; and negotiating a successful shared savings contract (SSC). Separate consideration is given to issues that may help public sector administrators to develop a shared savings program and to procure contracts. Steps that a shared savings firm will generally follow include a preliminary study, engineering analysis/identifying projects, and an engineering study. A checklist of energy management services that are needed to achieve efficiency is presented, along with advantages and disadvantages of the SSCs. The following elements of SSCs are discussed: calculating savings, schedule of savings, operations and maintenance, purchase option/contract buyout provisions, and contract contingencies. Information is provided on combining SSCs with other financing options, and a checklist is offered that should be considered in qualifying a firm. (SW)

ED 246 743

HE 017 373

Covert-McGrath, Debra

NACUBO Report: Early and Phased Retirement. National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Jun 84

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036.

Journal Cit—Business Officer; p13-16 Jun 1984
Pub Type—Journal Articles (080)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, *Early Retirement, Eligibility, Higher Education, Institutional Characteristics, Insurance, *Retirement Benefits, School Surveys, *Teacher Retirement

Information is provided on early and phased retirement plans of about 20 academic institutions. Eligibility requirements for participation in early retirement plans vary from campus to campus. Most plans have a requirement ranging from a minimum of 10 to 20 years of full-time (or part-time equivalent) service. There are basically two types of application procedures: long-term and short-term. Severance pay is probably the most significant benefit for both the academic institution and the retiree, and is usually the most costly program component. Most of the institutions that were surveyed covered the early retiree's full health insurance cost, including that of spouse and dependents, until the age of normal retirement or death. Annuity plans for faculty members vary widely; six possible options were identified. Other early benefits were also assessed. A table is presented that shows the components of early retirement plans at 10 colleges and universities, including the name and enrollment of the institution, eligibility requirements, annuity provisions, application procedures, severance pay, health insurance, life insurance, and other benefits. Components of phased retirement plans are also briefly outlined. (SW)

ED 246 744

HE 017 375

Institutional Research and Planning in the Next Decade. Proceedings from the Annual Conference of the North East Association for Institutional Research (10th, Hershey, Pennsylvania, October 16-18, 1983). Tenth Anniversary Issue. North East Association for Institutional Research.

Pub Date—Oct 83

Note—314p; Some pages will have marginal reproducibility.

Available from—North East Association for Institutional Research, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522 (\$10.00).

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Academic Persistence, College Administration, College Bound Students, *College Planning, *Computer Oriented Programs, Decision Making, Educational Finance, Higher Education, *Institutional Research, *Marketing, *Outcomes of Education

Proceedings of the 1983 conference of the North East Association for Institutional Research are pres-

ented. The contribution of institutional research to university decision making and the topics of student outcomes assessment, retention/attrition studies, marketing/market research, departmental studies, computer and technological applications, and financial concerns are addressed in 27 papers. Papers and titles include the following: "The Role of Research in Marketing" (Susan Juba, G. Jeremiah Ryan); "Predicting the Likelihood of Matriculation for College Applicants" (Ronald F. Perry, David L. Rumpf); "A Comprehensive Approach to Outcomes Studies" (Bayard O. Baylis); "The Second Time Around: A Study of Recipients of Second Baccalaureates" (Diane Lampe, Marilyn Draxl, Edward Roke); "College Student Retention: Measurement of the Relative Importance of Causal Factors" (Norman D. Aitken); "The Effects of Information Processing on Information Usage" (Jane Grosset); "The Impact of Leadership on the Planning Process" (Janyce J. Napora); "Cost-Benefit Analysis For Academic Departments Using a Microcomputer" (S. Marie Genevieve Love, Colleen M. Fennell); "The Impact of Market Forces on Institutional Decision Making in a Time of Turbulence for Higher Education" (Donald G. Hester). (SW)

ED 246 745

HE 017 398

Dijkstra, S. And Others

The Effect of Different Levels of Expertise on Interpretation of Dental X-Rays.

Pub Date—84

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, Apr 23-27, 1984). Photographs may not reproduce well.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Diagnosis, Comparative Analysis, *Dental Students, *Dentists, *Eye Movements, Higher Education, Problem Solving, *Radiology

Identifiers—*X Rays

The interpretation of dental X-rays by novices (students) and experts (dentists practicing more than 3 years) was compared. Eight fifth-year novices and eight experts were presented three types of problem X-ray (easy, difficult, and control). Experts were faster in solving the problems and their diagnoses were more accurate. Analysis of eye movement patterns during the first second indicated differences in problem solving approaches. Students paid more attention to conspicuous areas, while dentists attended more to cognitive conspicuous areas (i.e., areas attracting attention because of possible significance of diagnosis). Students' attention for visually conspicuous areas resulted in a lower information gain during the first second. Processing time also showed an expertise effect, which was most evident in control problems. Dentists first inspected the whole X-ray, and then tried to formulate solutions, whereas the students tried to solve the problem immediately. Differences between students and dentists are discussed in terms of eye movement pattern and pupil size. Ten sample X-rays are included. (SW)

ED 246 746

HE 017 399

The Federal Role in Fostering University-Industry Cooperation.

General Accounting Office, Washington, D.C.

Report No.—GAO-PAD-83-22

Pub Date—25 May 83

Note—67p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cooperative Programs, *Federal Government, Financial Support, *Government Role, Higher Education, Industry, Public Policy, *Research and Development Centers, Research Needs, *School Business Relationship, Technology Transfer, *Universities

Identifiers—Research Universities

Three well-known forms of university-industry collaboration (research parks, cooperative research centers, and industrial extension services) were examined, along with the federal role of stimulating cooperation. The objective was to develop information and guidelines to help policymakers in designing new or revised federal initiatives to promote cooperation. For each type, the General Account-

ing Office investigators identified: how the needs and resources of university and industrial participants are joined, the types of links and outcomes likely to be enhanced, the critical factors involved in creating and sustaining the arrangement, and the federal roles that have been facilitative. It was concluded that the Federal Government has played a significant role in promoting each type of institutional arrangement by providing: support of basic and applied research at universities to build excellence in science at the frontiers of industrial technology; contract support for research and development (R&D) at spin-off high technology firms; seed money to stimulate creation of cooperative R&D centers plus continuing project support by grants and contracts; and both seed money and continued funding of extension services. Six suggestions regarding federal policy initiatives are included. (SW)

ED 246 747

HE 017 429

Thomas, Gail E.

Black College Students and Factors Influencing Their Major Field Choice.

Southern Education Foundation, Atlanta, Ga.

Pub Date—Mar 84

Note—105p; Some tables may not reproduce well due to small print.

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, GA 30308 (\$5.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Aspiration, *Black Students, *College Students, *Decision Making, Educational Background, Family Characteristics, Higher Education, *Majors (Students), Occupational Aspiration, Predictor Variables, Role Models, *Student Characteristics

The choice of college major by black college students was studied in 1982, and various theories about the choice of major were evaluated. The study group consisted of 2,090 college juniors and seniors attending eight four-year colleges that were primarily located in the South Atlantic region. Five of the institutions were predominantly black and three were predominantly white. Students completed a questionnaire that covered their early childhood, family, elementary and secondary school experiences, educational and occupational values and expectations, and major field choice and changes in major. While 13 majors were selected by the study population, for purposes of regression analysis, college major was tabulated as either (1) biological, natural, and technical sciences or (2) business and economics, or (3) education, social work, nursing, social sciences, and other. The findings suggest that choosing a college major is a process for most black students that begins long before the point of college entry. Black students' choice of a college major was primarily influenced by subjective factors, once family background and more objective factors were taken into consideration. The status of sex, occupational expectations, and career interests were the most important influences for the selection of a major. (SW)

ED 246 748

HE 017 430

Hart, Philip S.

Institutional Effectiveness in the Production of Black Baccalaureates.

Southern Education Foundation, Atlanta, Ga.

Pub Date—May 84

Note—97p.

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, GA 30308 (\$5.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bachelors Degrees, Black Colleges, *Black Students, *College Graduates, *College Students, Comparative Analysis, Educational Policy, Enrollment Trends, Higher Education, Measurement Techniques, Models, *Racial Differences, School Surveys, Student College Relationship

Factors that are most important to institutional effectiveness in the production of black baccalaureates were studied. A further concern was how these factors can be translated into policies and practices for undergraduate institutions that have not traditionally served black students. An effectiveness quotient was developed as an overall measure of

institutional effectiveness. The quotient was a function of total black enrollment and total black graduates in all institutions. An input-output model was also used in the analysis. The first stage of data collection consisted of 1972-1981 enrollments by race, total earned degrees by race, and Scholastic Aptitude Test scores by race. An effectiveness quotient score was calculated for each year, based on comparisons by racial groups as to the effectiveness of the institutions in the production of baccalaureates. Next, detailed institutional data were collected from 84 traditionally white institutions and 18 traditionally black institutions. Finally, a research review was conducted of 31 studies that examined persistence among black undergraduates and/or institutional effectiveness among the colleges. In addition to analysis of the findings, policy implications are considered. A literature review is included. (SW)

ED 246 749 HE 017 432
Templin, Jean P.

Institutional Response to Problems of Returning Adult Students in Western Pennsylvania.

Pub Date—May 84
Note—44p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Students, Ancillary School Services, Full Time Students, Higher Education, Needs Assessment, *Reentry Students, School Surveys, Student Characteristics, *Student College Relationship, *Student Needs, Student Recruitment

Identifiers—*Pennsylvania

Problems associated with the returning adult student and methods used by colleges to address these problems were investigated. Attention was focused on full-time adult students registered in the traditional daytime program. A questionnaire was developed, based on typical problems identified through a literature review. Forty-two colleges and universities in western Pennsylvania were surveyed. Areas of study were: whether the school had a population of returning students; criteria used to identify the returning adult student; recruitment efforts for adult students; entry into the system; program and service needs of these adults; special staffing and funding to meet the needs of adult students; and interpersonal relationships with family, faculty, and other students. Findings indicate that: 11 schools did not have a returning adult population, 10 schools had some returning adult students but had developed no procedures for identifying them; 4 schools provided estimates of their traditional and adult populations; and 5 schools reported percentages. It was found that institutions varied widely in their attempts to meet the needs of these students. Many schools were unprepared to meet the needs of a population they had not defined. (SW)

ED 246 750 HE 017 434

Secondary Market Activities of the Student Loan Marketing Association. Report to the Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C. Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—GAO/HRD-84-51

Pub Date—18 May 84

Note—37p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free; additional copies \$1.00 each—unbound, or \$3.25 each—bound).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Role, Banking, Comparative Analysis, *Financial Support, Higher Education, *Investment, *Money Management, *Student Loan Programs

Identifiers—*Student Loan Marketing Association
Lending and secondary market activities of the Student Loan Marketing Association (Sallie Mae) since it began operations in 1973 were reviewed. Specific areas of review were: the Association's legislative development and financial activities, its profitability compared to commercial banks and other government-sponsored enterprises that provide lending and secondary market services to other programs, its financing activities with investment firm representatives, and its role in the student loan program. Findings include the following: the Association's return on equity has been relatively high;

it has invested most of its profits in the student loan programs; and, in comparison to the practices of most of the other organizations discussed, it has distributed relatively little as dividends to stockholders. During 1974-1981, the Association financed its activities primarily by borrowing needed funds from the Federal Financing Bank. Since then, the Association has obtained its financing exclusively in the private capital markets. This borrowing has been used to increase its secondary market activities, as shown by the increase in outstanding student loans and warehousing advances held by the Association. (SW)

ED 246 751 HE 017 435

Rosson, C. Parr, III And Others
Internationalizing Cooperative Education at Clemson University.

Pub Date—84

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Education, *Experiential Learning, Higher Education, Industry, *International Trade, *Internship Programs, Marketing, *School Business Relationship, *Student Participation

Identifiers—*Clemson University SC

The international intern program at Clemson University is designed to help solve the problem of inadequate American expertise in international trade. The program seeks to: help students qualify for international internships; provide the international business community with interns from various disciplines; establish a network composed of a corporate sponsor, student intern, and faculty advisor; and develop educational programs for business that focus on international trade and marketing. A total of 450 firms involved in international trade were mailed questionnaires, as were an additional 100 potential exporters. In addition, 30 firms and organizations were interviewed regarding their interest and support of an international intern position. Nineteen responded favorably, and 30 intern positions were generated by these firms. Although internship applications were heavily concentrated in engineering (39 percent), substantial progress was made toward increasing interest among other disciplines. Interest forms for the program were completed by college students, and high school students were also contacted. Conferences focusing on international economic interdependence were attended by business and government representatives to promote the international intern program. (SW)

ED 246 752 HE 017 436

Massey, T. Benjamin

The Policy Agenda for American Higher Education in the 1980s.

Pub Date—84

Note—17p.; Paper presented to the Faculty, Northwestern Polytechnical University (Xian, People's Republic of China, October 1983).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Budgeting, College Administration, College Curriculum, *College Role, Declining Enrollment, *Educational Objectives, Educational Opportunities, *Educational Trends, Enrollment Trends, Financial Problems, Governance, Population Trends, *Postsecondary Education, *Public Policy, Resource Allocation, Retrenchment

Historical trends in American postsecondary education and policy issues for the 1980s are discussed. It is noted that at the same time that access to higher education has been increased, there has been a commitment to diversity in colleges. Along with increased numbers of college-aged persons in the 1960s, the U.S. Government, illustrating a commitment to equal educational opportunity, provided financial support to large numbers of disadvantaged and minority students. In the 1970s, there began an equally dramatic decline in the number of college-goers, and a period of retrenchment occurred. Three major changes affecting higher education in the last 20 years are: the decline in the overall number of postsecondary students; a change in the type of student served by higher education, with increased numbers of adult students; and a shift in what Americans expect or demand from their investment in a college education. The following major types of conflict and tension are discussed: tensions of purpose and resource allocation, tensions of governance, and tensions of curriculum. It is suggested that the goal of excellence in some ways

contradicts the goals of social justice. In addition, curriculum designers must reconcile the need to prepare students for success after graduation with the value of a liberal education. (SW)

ED 246 753 HE 017 437

Cornett, Lynn And Others

Measuring Educational Progress in the South:

Student Achievement.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—84

Note—48p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA (\$4.00).

Pub Type—Numerical/Quantitative Data (110) — Reference Materials (130) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Basic Skills, *Criterion Referenced Tests, *Educational Assessment, Geographic Regions, Higher Education, National Norms, *Norm Referenced Tests, *Scores, State Surveys, Trend Analysis

Identifiers—*National Assessment of Educational Progress, *United States (South)

Information on the achievement of students in Southern States is presented, based on the National Assessment of Educational Progress (NAEP). State profiles are presented for 12 Southern Regional Education Board (SREB) states, plus Maryland and Texas. A 1984-1985 SREB pilot project with the National Assessment of Educational Progress is also outlined. The key features of the existing state student assessment programs are reviewed, based on information from the state departments of education. The profiles of the state student assessment programs cover results of state-developed criterion-referenced tests for 1982 and/or 1983, nationally-normed tests, trend data in student achievement, and high school graduation examinations results (for some states). Information is also provided on the assessment of intellectual development and career and personal development for first-time college students, continuing students, and graduating students. It is noted that the SREB pilot program provides state benchmark data as well as national comparisons on reading achievement for 11th grade students. Profiles are provided for the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (SW)

ED 246 754 HE 017 438

Fesley, Charles E.

Independent Study in 1983. A Research Report of the NUCEA Independent Study Division. Final Report.

National Univ. Continuing Education Association, Washington, DC.

Pub Date—Feb 84

Note—56p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Programs, *Compensation (Remuneration), *Correspondence Study, *Curriculum Development, Enrollment Trends, *Fees, *Grading, Higher Education, *Independent Study, Noncredit Courses, Program Development, Secondary School Curriculum

Information on institutional programs offering independent study by correspondence was studied in 1983, with attention to enrollments, staff size, fees, services, the use of computer grading, and compensation paid to staff for grading and course development in college, high school, and noncredit programs. The survey population consisted of 73 institutions with 253,211 students. In addition to course tuition fees, a number of other special service fees were studied: study guides, transferring the course registration of a student, extension of the time to complete a course, mailing books, and mailing lessons. Findings include the following: the average program enrollment was up 3.8 percent from the previous year; enrollments were lower at 49 percent of the institutions; reduced enrollments were more common at large institutions; the mean college fee was \$39.32 per semester hour and \$26.12 per quarter hour; the mean college grading stipend was \$2.61 per lesson, \$36.61 per enrollment, and \$18.87 per credit hour; the average development pay for college courses was \$685.47 per course and \$209.50 per credit hour; and the average noncredit enroll-

ment per program dropped 20 percent. Appended is additional information on charges and services for each institution. (SW)

ED 246 755 HE 017 439

National Commission on Student Financial Assistance. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—10 Nov 83

Note—39p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Access to Education, *Advisory Committees, Agency Role, College Choice, Economically Disadvantaged, Educational Opportunities, *Federal Aid, Federal Legislation, Hearings, Higher Education, Low Income Groups, Middle Class Students, *Needs Assessment, *Policy Formation, *Student Financial Aid, Student Loan Programs

Identifiers—Blue Ribbon Commissions, College Costs, *Guaranteed Student Loan Program, *National Comm on Student Financial Assistance

Hearings concerning research done for the National Commission on Student Financial Assistance are presented, along with the Commission's recommendations. The recommendations concern modifications of the current law to facilitate greater access for low- and middle-income students and to improve the quality of postsecondary education in the country. The hearings are part of fact finding leading to reauthorization of the Higher Education Act of 1965, as amended. Areas investigated by the Commission include the following: the definition of satisfactory academic progress, the in-school interest subsidy provision of the Guaranteed Student Loan (GSL) program; and the insurance premium and special allowance provisions of the GSL program. The Commission's recommendations are aimed at qualitatively improving the current federal program for student financial aid. It is noted that Commission findings show that the low-income and minority students have been greatly affected by reductions in student financial assistance. The Commission also found the response to the reduction in and elimination of social security benefits grossly inadequate. The Commission concludes that the federal financial aid program does affect college access and choice. Specific findings and recommendations are included. (SW)

ED 246 756 HE 017 440

Profile of Financial Aid Applicants. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—20 Oct 83

Note—25p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Choice, Dependents, *Federal Aid, *Financial Aid Applicants, Hearings, Higher Education, *Income, Information Needs, Parent Financial Contribution, Private Colleges, Self Supporting Students, State Colleges, *Student Characteristics, *Student Financial Aid

Identifiers—College Costs

Data that is needed on student financial aid applicants are discussed in hearings held as part of fact finding prior to reauthorization of the Higher Education Act. Topics include: types of students who apply for student financial assistance, the income levels of their families, the types of institutions they choose, and the degree to which the choices they make are attributable to sex or race differences. Testimonies are offered by two witnesses representing the American College Testing (ACT) Service and the New York State Educational Services. Statistics taken primarily from ACT's profile of financial applicants for 1983-1984 funds are quoted. It is noted that 58 percent of the dependent-student applicants have financial need averaging about \$3,200 each, and 31 percent are independent students under the current federal definition. Information is included on the student study population's marital status, average income, average age, family size, and parent

financial contribution. A New York State survey of student perceptions of how they financed their education is also considered. It is noted that over 55 percent of the 8,700 students are highly dependent on financial aid. Differences in utilization rates and patterns by level of study, sector, and income are also discussed. (SW)

ED 246 757 HE 017 441

Loan Collections. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—4 Aug 83

Note—72p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Change, *Federal Aid, Federal Government, Federal Legislation, *Financial Services, Government Role, Hearings, Higher Education, *Loan Repayment, Student Financial Aid, *Student Loan Programs

Identifiers—*Debt (Financial), *Department of Education, Guaranteed Student Loan Program, National Direct Student Loan Program

The loan collection efforts of the Department of Education are discussed in hearings held as part of fact finding prior to reauthorization of the Higher Education Act. Attention is directed to the collection record of the Department, the rationale for shifting collections from federal to private collectors, and the reasons why two of the remaining three federal collection offices are to be closed. The activity of the Department's Office of Inspector General in the area of student loan defaults and collections is summarized. The amount outstanding in the National Direct Student Loan program is over a billion dollars. The Guaranteed Student Loan program has about a \$1,300,000 default; about \$2 billion totally in default payments have been made to guarantee agencies by the government. The Department is shifting loan collection functions that exist in three regional offices—San Francisco, Chicago, and Atlanta, into the San Francisco office. Under the Debt Collection Act, the Department is allowed to report defaulted student borrowers to credit bureaus. Under provisions of the Department Collection Act, the Department has used computer matching to identify federal employees who are in default in student loans. (SW)

ED 246 758 HE 017 442

Budget Impact, Higher Education, Fiscal Year 1984. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (March 1, 2, 10, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Mar 83

Note—292p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgets, *Federal Aid, *Government Role, Grants, Hearings, Higher Education, Need Analysis (Student Financial Aid), *Parent Financial Contribution, *Resource Allocation, *Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—*College Costs, College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, Reagan Administration

Hearings on the proposed federal fiscal 1984 budget are presented that focus on proposals for federal student financial assistance. One of the major recommendations of the Reagan administration's budget is to eliminate funding for the Pell Grant, Supplemental Educational Opportunity Grant, and State Student Incentive Grant programs and to create instead a self-help grant program with a maximum grant of \$3,000. Students would be required to provide 40 percent of their educational costs. Additional recommendations are: to increase appropriations for the College Work Study program by 57 percent from the fiscal year (FY) 1983 level of \$540 million to \$850 million for FY 1984; and to double the origination fee for the Guaranteed Student Loan (GSL) program from 5 to 10 percent for graduate

students, and to implement a needs analysis for GSL students regardless of income. In addition, federal funding for the National Direct Student Loan program would be eliminated, and an educational savings account would be created to encourage family savings toward college costs. The Department of Education proposes a major philosophical shift in federal student aid to return to the traditional emphasis on parental and student contributions as the basis of meeting college costs. (SW)

ED 246 759 HE 017 443

Small College Endowment Act of 1983. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H. R. 2144.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—24 Mar 83

Note—63p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Capital, Capital Outlay (for Fixed Assets), *Developing Institutions, Educational Finance, Eligibility, *Endowment Funds, *Federal Legislation, Fund Raising, *Government School Relationship, Hearings, Higher Education, *Incentive Grants, Institutional Autonomy, Position Papers, School Funds, *Small Colleges

Identifiers—Department of Education, *Higher Education Act Title III, National Assn Independent Colleges Universities

Hearings are presented on H. R. 2144, a bill to amend Part C of Title III of the Higher Education Act of 1965 to establish an endowment program for developing institutions, and for other purposes. This change in legislation would permit use of authorized funds to assist Title III institutions to build or enhance institutional endowments and would allow use of challenge grant funds for endowment building at a one-to-one federal-to-institution dollar match. The endowment program is designed to provide additional incentives to promote fundraising activities by the developing institutions, and to foster increased independence and self-sufficiency. The endowment grant to an institution in any fiscal year would not exceed \$200,000 nor would be less than \$50,000. The eligible institutions would therefore contribute a minimum of \$50,000. Proceeds from the endowments would be available for institutions' use to enhance their educational product and its delivery. Criteria for receipt of a grant under this program are outlined. In addition to the text of the bill, the views of the Department of Education concerning the proposed legislation are provided, along with the outlooks of representatives of professional organizations and colleges. Supplementary materials include a state listing of institutional members of the National Association of Independent Colleges and Universities (NAICU); and a 1983 policy statement of NAICU. (SW)

ED 246 760 HE 017 444

Oversight Hearing on Student Loan Marketing Associations. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—24 May 83

Note—66p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agency Role, *Banking, *Capital, *Financial Services, Hearings, Higher Education, Position Papers, Student Financial Aid, *Student Loan Programs

Identifiers—*Guaranteed Student Loan Program, *Student Loan Marketing Association

Oversight hearings on the Student Loan Marketing Association (Sallie Mae) are presented. Sallie Mae was established by the Education Amendments of 1972 to provide liquidity for Guaranteed Student Loan (GSL) lenders by purchasing GSL portfolios from lenders or making loans on GSL loans held by lenders. In 1982, Sallie Mae had total cumulative interest earning assets in excess of \$5 billion. Currently, the Association also consolidates student loans, serving as a direct lender in areas where there are inadequate loans available from

commercial lenders. Attention is directed, in the course of the hearings, to the Association's operations, its financial structure, its status in the private sector, and its future operating plans. Details are provided on its growth and assets, earnings, and dividends. Attention is also directed to new authorities of Sallie Mae, including the bankruptcy priority, the consolidation authority, the purchase of a savings and loan company, the question of whether it is subject to state taxation, and other state-related concerns. It is noted that the Association is both a quasi-governmental private corporation that has corporate responsibilities to its shareholders, and, on the other hand, a public purpose or a public responsibility to insure GSL access to students. (SW)

ED 246 761 HE 017 445

International Education, Foreign Exchange and Scholarships. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—15 Nov 83

Note—110p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, *Federal Government, Foreign Countries, *Foreign Students, *Government Role, Hearings, Higher Education, International Education, *International Educational Exchange, Public Policy, Questionnaires, *Scholarships, *Student Exchange Programs, Study Abroad

Hearings on international student exchanges are presented. Information is presented on the countries of origin of foreign students in the United States and the fields they tend to study. It is noted that only 2.2 percent of foreign students studying in the United States are provided scholarships by the U.S. Government; the vast majority are financed by their families' funds (68 percent), while the costs of 13 percent are covered by their home governments. Testimony suggests that educational exchange programs promote public diplomacy, international understanding, and economic competence in developing countries. It is noted that the Soviet Union's student exchange program concentrates almost exclusively on students from lesser developed countries, and the Soviets recruit and train students at their expense. A report is included that provides information on the major exchange programs sponsored by the Peace Corps, the Agency for International Development, the Department of Defense, the Department of Education, the Department of Health and Human Services, the National Science Foundation, and the U.S. Information Agency. Programs of other federal agencies such as the National Aeronautics and Space Agency (NASA) and the Smithsonian are also covered. An exchange survey questionnaire of the U.S. Information Agency is included, along with an article about the diminished role of U.S. Books Abroad (SW)

ED 246 762 HE 017 446

Hearing on Independent Student Status. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—27 Oct 83

Note—91p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, *College Students, *Definitions, *Eligibility, *Federal Aid, Financial Aid Applicants, Financial Needs, Higher Education, Needs Assessment, *Self Supporting Students, *Student Financial Aid

Identifiers—College Costs

The definition of the independent college student is discussed in hearings that are part of the reauthorization of the Higher Education Act. The importance of the definition has increased as the amount of federal dollars for student aid programs has declined or remained constant and the number of students requiring aid has increased. The current definition has three main components: the student

has not lived with his or her parents for more than 6 weeks; the student has not and will not receive more than \$750 support from the parent in the current year; and the parents have not claimed the student as an income tax exemption on their last income tax form. Attention is directed to the following concerns: whether there are major abuses by students claiming to be independent; the types of student who change their status from dependent to independent, and the cost implications for the federal government in students claiming independent status. Supplementary materials include: a College Board report by Alan P. Wagner and Nancy Carlson, "Financial Aid for Self-Supporting Students: Defining Independence," and a report by Steven D. Cameron of the Illinois State Scholarship Commission, "The ED Independent Student Definition: An ISSC Analysis and Recommendation." (SW)

ED 246 763 HE 017 486

Stewart, Ian Johnson, F. Craig
Applications of Nonlinear Models. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—31p.; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, Equations (Mathematics), *Estimation (Mathematics), Higher Education, *Institutional Research, *Mathematical Models, Maximum Likelihood Statistics, *Prediction, *Statistical Studies

Identifiers—*AIR Forum, Catastrophe Theory, *Nonlinear Models

Some of the conceptual qualitative ideas needed to test nonlinear models empirically and to modify them are described. Relationships among these ideas and computer applications are also examined to elucidate the general process of nonlinear modeling. Two examples are presented along with a discussion of bifurcation, catastrophe, and maximum likelihood estimate methods. The first example concerns administrators' responses to innovation and uses a verbal description of events. The model is developed based on variables such as the amount of voluntary effort committed to the innovative project and the level of funding agreed to by the institution. An equation consistent with the hypotheses is presented. The second example starts with a mathematical model of promotions within an organization and shows how to go beyond the verbal statements. It is concluded that many observed phenomena in institutions are suggestive of nonlinear dynamics models. A number of standard types of dynamic behavior are well understood mathematics (catastrophe, periodicity, stochastic effects) and may be used to construct plausible models. (Author/SW)

ED 246 764 HE 017 487

Anakian, A. Nancy And Others
Correlates of Student Retention: An Eight Year Study. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—15p.; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *College Freshmen, *College Transfer Students, *Commuter Colleges, *Grade Point Average, Higher Education, Institutional Research, Longitudinal Studies, Racial Differences, Sex Differences, Urban Universities

Identifiers—*AIR Forum

The retention of five cohorts of first-time freshmen and transfer students who reenrolled for 8 years in a nonresidential urban institution was investigated. Attention was directed to the effects of sex, race, and grade point average on retention, differences in retention for first-time freshmen and transfer students, and the extent to which students obtain baccalaureate degrees in 4 years. The longitudinal study focused on students who were enrolled during 1975-1979 and reenrolled through 1982 at the University of Missouri-St. Louis. About 86 percent of the students were white, and almost half attended school part-time. The results show that there was a substantial and constant decline in the percent of first-time freshmen and transfer students who entered since 1975 and reenrolled during

the first 4-year period. The retention of first-time freshmen was higher than that of transfer students for the first 4 years. On the other hand, the cumulative percentage of transfer student graduates by the fourth year was almost double that of the first-time freshmen. The average grades for students who persisted in school rose for each succeeding year. A small but consistently higher retention rate was found for males compared to females. (SW)

ED 246 765 HE 017 488

Capoor, Madan

Budgeting by Objectives—How Goals and Objectives, Operational Activities, and Resource Allocation Are Integrated in a Planning System. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—21p.; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, College Administration, *College Planning, *Departments, Higher Education, Institutional Research, *Organizational Objectives, *Resource Allocation, Self Evaluation (Groups)

Identifiers—*AIR Forum, *Middlesex County College NJ

The Objective-Based Assessment, Planning, and Resource Allocation System (OAPRAS) that was developed and implemented at Middlesex County College is described. The integrated self-assessment planning and budgeting system was developed in 1981. The central purpose of OAPRAS was to link resource allocation decisions to the prioritized objectives that in turn were based on institutional mission and goals, assessment of external environment affecting college operations, and assessment of the effectiveness of internal operations. The utilization of the following approaches by OAPRAS is discussed: rational and integrated management; planning, programming, and budgeting system; management by objectives; and zero-based budgeting. Attention is also directed to problems that were encountered with the new system: the need to revise departmental objectives; difficulties in proposing planning objectives and new activities (e.g., estimating personnel hours needed for noninstructional activities); and the need to reduce the budgets. Changes in the planning and budgeting system are proposed that would help staff develop clear and appropriate objectives, clarify responsibility for coordinating followup action on planning goals, and improve planning documents and forms. (SW)

ED 246 766 HE 017 489

White, William F. And Others

Information Systems Approach to Admissions and Retention. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *College Admission, *Computer Oriented Programs, Databases, Educational Background, *Enrollment Projections, Higher Education, Information Needs, Institutional Research, *Management Information Systems, Multicampus Colleges, *Predictor Variables, *School Holding Power

Identifiers—*AIR Forum, Student Flow

A computerized information system was developed from specifications of 40 data elements to provide a database for decision making about problems relating to new admissions standards on a multi-campus, open admissions university. For over 400 entering freshman, multivariate analysis of the data elements and other standard predictors was used to profile the characteristics of successful and unsuccessful matriculation. The new data elements included number of units and average grades for mathematics, English, science, social science, foreign language, computer science, and economics, as well as high school class rank, high school grade point average, and Scholastic Aptitude Test score. A student migration or flow analysis within the university was also available from the information system, which demonstrated student flow between campuses, between academic and technical majors, and between colleges. The information system is helpful for predicting future enrollments based on

changing enrollment standards. The system also allows the university to monitor the student flow between campuses to determine the effect of implementing duplicate courses or programs on the three campuses. Examples of data generated by the system are appended. (Author/SW)

ED 246 767 HE 017 490

Calvert, John R. Fish, Gerald

Student Perceptions and Choice of Higher Education: A National Study. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—24p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *College Choice, College Programs, *Enrollment Influences, Foreign Countries, Grades (Scholastic), Higher Education, Institutional Research, Majors (Students), National Surveys, *Occupational Aspiration, *Student Attitudes, Student Characteristics

Identifiers—*AIR Forum, *United Kingdom

Perceptions of United Kingdom students concerning higher education, student choices of individual programs and institutions, and sources of information were studied in 1982, based on a national survey of over 1,500 student applicants to institutions of higher education, from 50 schools, and backed up by interviews with over 500 of those sampled. Six attributes of the sample were studied: geographic area, sex, school type, choice of subjects, career aspiration, and expected performance. Fifty-seven percent of the sample were studying all science or a majority of science subjects, compared with 43 percent studying arts or a majority of arts. The most popular career aspiration was engineering and technology, closely followed by business and social studies, medicine, sciences, and education. Students were also asked to indicate their expected grades; 67 percent of the sample responded. Forty-six percent of the students decided before age 15 to attend higher education, while 31 percent did not decide until they were over age 17. Among the 11 factors cited as important influences for college attendance were academic interest, personal satisfaction, and the need for college for the chosen career. Actual choices of institutions and programs, and specifically perceptions of one institution (Loughborough University of Technology), were also assessed. (SW)

ED 246 768 HE 017 491

Christal, Melodie E. And Others

Using HEGIS Data in Institutional Comparisons. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—21p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, Data Collection, Definitions, Expenditure per Student, Full Time Equivalency, Higher Education, *Institutional Characteristics, *National Surveys, *Research Problems, *Statistical Analysis

Identifiers—*AIR Forum, Data Interpretation, *Higher Education General Information Survey, Peer Institutions

Problems associated with the use of the Higher Education General Information Survey (HEGIS) data to make institutional comparisons are discussed. It is noted that information collected by HEGIS includes data on enrollment, degrees, finances, employees, libraries, and physical facilities. Attention is directed to the following problems with the comparability of HEGIS data: universe definition, funding differences, and reporting problems. Also considered are results of a survey investigating the differences in definitions and calculations among institutions in reporting HEGIS data. Reporting by 78 institutions was studied for two reports, the "Fall Enrollment and Compliance Report" and the "Financial Statistics Survey." It is concluded that problems of comparability with HEGIS data were confirmed by the study. The following three major types of differences were found that can affect data interpretation: ratios of dollars per full-time-equivalent (FTE) enrollment differ significantly depending on the definition used for FTE; categorizing expenditures by function differs among

institutions; and rankings among peer institutions differ depending on the definitions and calculations used when completing the HEGIS surveys. (SW)

ED 246 769 HE 017 492

Lucas, J. A.

Identifying and Evaluating Non-Monetary Alumni Resources for Local Colleges. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—14p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alumni, College Graduates, *Community Colleges, *Coordination, Followup Studies, Higher Education, Personnel Needs, *Recruitment, *Volunteers

Identifiers—*AIR Forum

Alumni service resources available to a large Chicago-area community college were studied. A six-year followup study was conducted at Harper College with a population of students who completed 48 or more semester hours during the 1974-1975 academic year. A sample of 543 alumni were asked whether they would be willing to provide a variety of services to the college. Names of alumni who were interested in helping the college were provided to school staff. After a six-month period, staff members were interviewed as to the coordination effort required to reach the alumni and use their services. They also indicated if these services were beneficial. The cost of the survey and the coordination effort was estimated, and a dollar figure was placed on the services received. In addition, interviews were conducted with staff who had been using alumni services through informal channels over the years. It was concluded that followup studies to identify alumni volunteers are relatively inexpensive, but the substantial benefits that can be derived from alumni services are substantial. This is illustrated by a description of how the legal technology program at the college uses alumni. The key to any successful alumni volunteer program seems to be effective coordination. (SW)

ED 246 770 HE 017 493

Perkins, Mark L. Rubin, Gary N.

Non-Traditional Accreditation: A Summary of the New Experience. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—18p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Administrator Attitudes, *College Planning, *Educational Assessment, Higher Education, *Institutional Research, Long Range Planning, Outcomes of Education, *Self Evaluation (Groups)

Identifiers—*AIR Forum

The nature of the nontraditional accreditation experience and its value as a process for strategic and long-range planning are discussed. The role of the institutional research office in the process is also examined. Perceptions of directors of self-studies for nontraditional accreditation at 16 colleges in the southeast were surveyed. Using a structured interview, the survey focused on six major areas: institutional characteristics, institutional planning, nature and focus of the self-study, study leadership, visiting team, and outcomes. Findings of the survey suggest that the nontraditional process is perceived to be more meaningful and useful to institutions in addressing specific problems or issues, clarifying mission and goals, and promoting ongoing planning activities. Four of the participating institutions utilized the nontraditional self-study effort as a means for implementing a formal planning process that could be carried into the future. The nontraditional effort tends to be at least as comprehensive and perhaps more complex than the more straightforward quantitative process employed in a traditional study. Perhaps the single most important factor to consider prior to selecting the nontraditional self-assessment approach is the difficulty an institution might experience in selecting an appropriate focus for the study. (SW)

ED 246 771 HE 017 494

Gabany, Steve

The Costs of Higher Education in California: An Eclectic Approach. AIR 1984 Annual Forum Paper.

Pub Date—23 Apr 84

Note—26p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Cost Effectiveness, Economic Factors, *Educational Finance, *Expenditure per Student, Higher Education, Political Influences, Public Education, *Research Methodology, *State Colleges

Identifiers—*AIR Forum, *California

Methods used to study the cost of public higher education in California were assessed, and eight limitations of previous studies were identified. The intent in reviewing cost-research methodology was to demonstrate that prior studies adopted a narrow approach to the topic. It was proposed that a study of costs must provide an overview of the whole system and must include as much of the total cost as possible. The original work deflated detailed costs for the California State University and the University of California for fiscal years 1970-1971 through 1982-1983. Full-time-equivalent students were adjusted because of changes in the distribution of academic level. It was found that, overall, expenditures per student unit averaged less than \$3,000 over the 13-year period. To place costs in perspective, societal, political, and economic factors that helped shape the system were examined. In addition, California's total system of public education was compared to those of six other states. It was concluded that: costs can and should be studied; the task is not an easy one; calculations depend upon the researcher's interest; and a broad range of academic disciplines should be brought into the methodology of cost analysis. (Author/SW)

ED 246 772 HE 017 495

Pratt, Linda K. Gentemann, Karen M.

Predicting Academic Retention among Population Subgroups: The Use of Non-Cognitive Predictors. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—19p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, *Academic Persistence, *Admission Criteria, Black Colleges, *College Admission, Females, Higher Education, High Risk Students, Institutional Research, Males, *Predictor Variables, Remedial Programs, Selective Admission, Sex Differences, *Student Motivation

Identifiers—*AIR Forum

The use of a combination of traditional cognitive admissions criteria and noncognitive variables in predicting retention of college students is discussed. The focus is on improving prediction by analyzing various subgroups separately rather than using the entire population as a sample. The subjects were freshmen in the fall semester of 1978 at a predominantly black university. Retention status was studied for a 5-year period for two subgroups: remedial versus regularly admitted students, and males versus females. Data were collected on race; sex; retention status; Scholastic Aptitude Test (SAT) scores; high school class rank; and noncognitive data, including motivational variables (e.g., extent of studying, ambition, satisfaction with grades). Higher multiple correlations between retention status and the various combinations of predictors were found for remedial students 4 of the 5 years after entry and for males as opposed to females in the fourth and fifth year after matriculation. The noncognitive data were collected during the first month of the freshman year; however, these variables could be studied prior to the admissions decision. (Author/SW)

ED 246 773 HE 017 496

Lay, Robert Wakstein, Julie

Race, Academic Achievement, and Self-Concept of Ability. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—48p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Aptitude Tests, *Black Students, College Bound Students, College Entrance Examinations, Comparative Analysis, Higher Education, Racial Differences, Scores, *Self Esteem, Self Evaluation (Individuals), *White Students

Identifiers—*AIR Forum, *Scholastic Aptitude Test

Data on Scholastic Aptitude Test (SAT) scores by race are analyzed in order to explain observed differences in scores among racial and ethnic segments of college-bound test takers. A social psychological correlate that mediates between environmental factors and SAT performance is emphasized. Consideration is given to the finding that blacks at the same level of test performance exhibited greater self-esteem than did whites on 14 self-rated abilities. Observed differences were not explained by a number of covariates introduced as statistical controls. Differences in self-esteem are observed to exist at constant levels of high school grade performance, eliminating the easy explanation that any self-esteem differential is an artifact of test score bias. College-bound blacks and whites evaluated themselves on the same dimensions of ability, and the level of self-esteem among blacks depended less on academic achievement in high school than did the level of self-esteem among whites. The potential use of self-esteem and self-concept measures as predictors of college performance is addressed. (Author/SW)

ED 246 774

HE 017 497

Middaugh, Michael F.

An Empirical Evaluation of Boundary Spanning as a Conceptual Framework for Examining the Organizational Roles of Offices of Institutional Research. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—28p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, *Change Strategies, *College Environment, Decision Making, Higher Education, *Institutional Research, *Needs Assessment, *Organizational Change, Problem Solving, Research Needs

Identifiers—*AIR Forum, Boundary Spanning

Boundary spanning in colleges as evidenced through the activity of offices of institutional research was studied. Literature in organization theory suggests that those institutions that adapt most rapidly to changes in their external environment are those that establish formal structures (boundary spanning roles) for monitoring that environment. Two hypotheses were tested: offices of institutional research are primary boundary spanners in post-secondary institutions; and the manner in which the office is structured and staffed is related to the overall adaptability of the institutions. The study sample consisted of 173 public and private colleges in nine northeast and mid-Atlantic states. In addition to collecting demographic information concerning the institution and the boundary role incumbent, the structure of the role was assessed (whether an institutional research office exists, and the number of roles held by the office incumbent). The survey also focused on trend data on enrollment and workload as a measure of boundary flexibility, and on the professionalization of the boundary role as measured by training, professional authority, and demonstrable professional culture. Study findings and implications for colleges faced with environmental uncertainty are discussed. (SW)

ED 246 775

HE 017 498

Glaser, Robert H.

A Fourth-Generation Approach to Decision Support in a Private University. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—25p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Planning, *Computer Oriented Programs, *Databases, *Decision Making, Higher Education, Institutional Research, *Management Information

Systems, Online Systems, Private Colleges

Identifiers—*AIR Forum, *Decision Support Systems, University of Hartford CT

The demand for decision-support systems (DSSs) at the University of Hartford and the use of current software systems based on an information center approach are discussed. It is noted that declining enrollment demand and financial stress in tuition and enrollment-dependent universities requires a flexible and dynamic DSS for effective planning and management. The concepts of DSSs and the information center are reviewed, along with the characteristics of fourth-generation software systems. Contrasts are made between application-development strategies employed at the University of Hartford for on-line transaction processing and for decision support. Attention is directed to database management on the IBM mainframe. Applications that were designed and implemented by the Office of Planning and Institutional Research using fourth-generation systems software are discussed. The system of application development for decision support is described as a user-friendly structure of menus and screens that enables users to create and maintain a database and generate reports without programming. Finally, goals and plans are outlined for the development of a more comprehensive DSS at the university in 1984-1985. (SW)

ED 246 776

HE 017 499

Kutina, Kenneth L. And Others

The Economics of Direct versus Indirect Cost Recovery in Sponsored Research. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—21p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Factors, *Federal Aid, *Financial Support, Government School Relationship, Higher Education, Income, Medical Schools, *Program Costs, *Public Policy, *Research Projects, Retrenchment, School Funds, Universities

Identifiers—*AIR Forum, Direct Costs, Indirect Costs, Research Universities, *Sponsored Research

The effect of reduced reimbursements by the federal government for indirect research costs was analyzed for the typical academic medical center. The effects of simply cutting indirect cost reimbursement were contrasted with the impact of securing compensating levels of increased direct project support. To determine if the consequences differed as a function of the financial strength of the university, these scenarios were examined in two academic medical center environments. One setting was a fiscally sound operation with adequate income streams to maintain plant and equipment, and to achieve modest program and operational growth. The other setting did not have adequate income streams and was undergoing a long-term, moderate retrenchment. The objective of the comparison of the two settings was to determine if the impact of proposed federal policies would vary depending on the fiscal soundness of the affected institution. Significant negative multiplier effects were observed due to the required diversion of institutional funds. It was concluded that the simulated behavior patterns were indicative of those that any research-oriented university would experience. (SW)

ED 246 777

HE 017 500

Hengstler, Dennis D. And Others

Andragogy in Public Universities: Understanding Adult Education Needs in the 1980's. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—23p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *College Students, Continuing Education, *Enrollment Influences, Higher Education, Institutional Research, *Non-traditional Students, State Universities, *Student College Relationship, Student Costs, *Student Needs, Urban Universities

Identifiers—*AIR Forum

Differences between the traditional college-age students and adults enrolled in credit courses in

degree and non-degree programs at a public south-east, urban university were studied. Surveys were sent to 433 non-degree-seeking students enrolled in credit courses, 441 traditional college-age degree-seeking students, and 429 degree-seeking students 24 years old and older. The return rates for these groups were 46 percent, 55 percent, and 72 percent, respectively. Attention was focused on the following areas of potential differences: demographics, sources of funds used to meet college costs, reasons for continuing education, and reasons for selecting the university. Implications of the differences in the student groups were considered with attention to college marketing, retention, and curriculum policies, as well as educational and student services offered. While adult students sought colleges with qualified faculty, a wide range of academic programs, and low tuition, barriers to their college attendance included the cost of attending college and the conflict between responsibilities of job, home, and college. The availability of courses as well as the time the courses were offered were two large institutional barriers for adult students. (Author/SW)

ED 246 778

HE 017 501

Smart, John C. McLaughlin, Gerald W.

Administrative Service and Research Performance: A Study of Chemistry Department Heads. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—22p; Paper presented at the Annual Forum of the Association for Institutional Research (Fort Worth, TX, May 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *Chemistry, Comparative Analysis, *Department Heads, Full Time Faculty, Higher Education, *Productivity, *Publications, Research Projects, Scholarship, Writing for Publication

Identifiers—*AIR Forum, *Faculty Publishing

The effect of administrative service responsibilities of chemistry department chairs on their scholarly careers as scientists was studied. The relationship between selected personal and work environment characteristics and productivity was compared for department chairs and their full-time faculty peers. A total of 67 chemists who had served as chairs of departments between 1966 and 1973 but who had not served in this capacity for a 6-year period preceding and following were studied. Each was compared with a peer with the same academic rank and specialty area, in the same academic department. Four publication productivity measures were assessed: single-authored, senior-authored, junior-authored, and total publications. The number of Ph.D. students sponsored (i.e., graduated) was also assessed as a productivity measure. Five measures of personal and work environment characteristics were obtained for all 134 chemists. Regression analysis indicated few differences between the two groups, except during the chair interval, during which reduced publication productivity occurred. The productivity of department chairs on all four publication measures was related to department size. (SW)

ED 246 779

HE 017 502

Batson, Steve W.

Developing Faculty Data Bases and Institutional Research Studies as Advanced Planning Mechanisms for Potential Litigation. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—23p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Court Litigation, Databases, *Employment Practices, *Faculty College Relationship, Higher Education, Information Needs, Institutional Research, *Personnel Policy, Research Needs, Tenure

Identifiers—*AIR Forum

The types and number of faculty cases litigated and reported at state and federal levels for the 1982 calendar year are examined. Each case is reviewed for the basic facts, the underlying legal rationale, the data requirements, and the decision of the court. It is noted that categorical data summaries were developed of the cases and the associated data needs. From these data summaries, suggested institutional

research databases and studies were formulated as advanced planning mechanisms for potential litigation or, possibly, litigation avoidance. Of 53 cases dealing with college faculty litigation that were located, 9 involved two-year institutions, 15 four-year, 29 had graduate and/or professional programs beyond the bachelor degree. Most of the cases were unsuccessfully brought to court by nontenured males at college-level institutions and, in most cases, the courts ruled in favor of the institutions. Nineteen of the plaintiffs were female, and 34 were male. The main points of litigation concerned non-renewal, promotion denial, tenure denial, and termination. It is concluded that institutional researchers and administrators should design studies to periodically compare salaries, raises, promotion, and tenure achievement by sex, race, age, and organizational units. (Author/SW)

ED 246 780 HE 017 503

Campbell, Jill F. And Others

Examination of Adult Student Participation: Is the Conventional Wisdom Confirmed? AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—20p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *College Attendance, College Choice, *Credit Courses, Higher Education, Institutional Research, *Noncredit Courses, *Part Time Students, School Holding Power, Student Recruitment

Identifiers—*AIR Forum

The theory that a trajectory of adult student participation exists in college was tested in a multi-institution setting. The theory posits that the typical flow would begin with noncredit enrollment and culminate in matriculation. The study was conducted at a suburban community education center serving as the host site for credit courses from a small private college, a large private university, the local community college, and a public comprehensive college. A total of 362 part-time students from all four institutions and from the noncredit courses offered at the center were surveyed. The results refute the trajectory theory and indicate there are different participation patterns for noncredit, credit degree, and credit nondegree students and very little crossover from noncredit to credit. The total population exhibited a high degree of institutional loyalty, with credit nondegree students being the most likely to study from more than one institution. Credit degree students were the most active participants over time, and noncredit and credit nondegree students showed similar participation rates with the highest percentages being low participants. It is suggested that either specific curricular plans should be developed and evaluated to initiate a trajectory or else that these markets should be targeted separately. (SW)

ED 246 781 HE 017 504

Stevenson, Michael R. Walleri, R. Dan

The Transformation of Institutional Research as a Result of Improving Information Technology. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—26p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Administration, *Computer Oriented Programs, Higher Education, *Institutional Research, *Management Information Systems, *Organizational Change, Researchers, Research Utilization, *Role Perception, Technological Advancement

Identifiers—*AIR Forum

The changing nature of institutional research due to the expanded use and capabilities of information technology was explored through a regional survey of institutional researchers, who indicated their involvement in information systems development. Results were analyzed for all respondents, by type of institution (four-year versus two-year), and by whether a formal institutional research office existed. Survey results revealed a changing role for institutional research. Involvement in the design of an institution's management information system and helping other offices apply and utilize informa-

tion technology were displacing the traditional preparation of reports role associated with institutional research. Information management and resource allocation analysis were most often the functions added to or gaining priority. A change in position to which the office reports was associated with a change in the number of employees in the office, and the perceived change in status of the office. Changes in the office's budget and number of employees were associated with several factors, including increased computer resources. The relationship between the changing role of institutional research and the administration of higher education in general was also reviewed. (SW)

ED 246 782 HE 017 505

Strydom, Andries H. Bitzer, Elias M.

University Education in a Developing Country: The Revolution in the Role of a Department Head. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—27p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrative Change, *Administrator Role, College Administration, *Department Heads, *Developing Nations, Foreign Countries, Higher Education, *Management Development, Organizational Change, Power Structure, Program Implementation

Identifiers—*AIR Forum, *South Africa

A project to promote role change for department heads in South African universities is discussed. Unique characteristics of universities in Southern Africa are also identified, including the fact that department heads have only limited decentralized authority over issues such as admission, personnel policy, and finances. Project goals were as follows: to encourage and support a group of department heads in analyzing and restructuring their posts as department heads at the University of Orange Free State (UOFS), to encourage and support this group of department heads to decide on and participate in a structured development program, and to determine the results of such an effort. Forty-three department heads participated in the 3-year project. Information is provided on the scope of the investigation, which included questionnaire administration and interviews, as well as problems that occurred during the implementation of the project. Appended materials include a chart of a conceptual model for operational management on the departmental level at UOFS, and an outline of modules for developing leadership and management skills of department heads. (SW)

ED 246 783 HE 017 506

Sanford, Timothy R. Naylor, Paul D.

Educational Maturity, Race, and Student Persistence in College. AIR Annual 1984 Forum Paper.

Pub Date—May 84

Note—16p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Academic Persistence, Black Students, *Career Choice, *Decision Making, Goal Orientation, Higher Education, Institutional Research, Longitudinal Studies, Majors (Students), Occupational Aspiration, *Racial Differences, *Student Educational Objectives, White Students

Identifiers—*AIR Forum

The relationship of students' certainty about academic and career plans to student retention and persistence to graduation was investigated. The effect of race was also considered. In fall 1979 a survey was administered to 3,277 freshmen entering a major, public, research university. Respondents indicated reasons for choosing a college, their career and educational plans, and their high school and family background. The survey data were combined with data from the university's student retention file to create a longitudinal database. Yearly updates have recorded each student's retention status and cumulative grade point average through summer 1983. For research purposes, educational maturity was linked to a student's certainty about a college major and career choice. It was found that mature students persisted at a rate slightly lower than the rest of the freshman class. The small group of educa-

tionally immature students had a higher retention rate than did the mature students. A corollary finding was that the educationally mature students were more likely to be suspended (primarily for academic ineligibility) than were their more immature peers. Differences in persistence and educational maturity for black and white students were also assessed, with inconclusive results. This research, it is admitted, has not demonstrated the purposes for which it was intended. The relationship between persistence in college, race, and educational maturity remains an intriguing one, however, and future research appears to be indicated. (SW)

ED 246 784 HE 017 507

Budig, Jeanne E. Stubbs, Kenneth L.

A 1981-82 Index for AAU Libraries. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—15p; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *College Libraries, Comparative Analysis, Higher Education, *Library Collections, *Library Expenditures, *Library Personnel, Operating Expenses, *Research Libraries, School Surveys, Statistical Data

Identifiers—*AIR Forum

Information on the Association of Research Libraries (ARL) data survey is presented, along with a quantitative index for the university libraries of the Association of American Universities (AAU). Ten quantitative measures of holdings, expenditures, and staff size for the AAU libraries from the 1981-1982 annual ARL survey are converted to an index of summary size, distributing these AAU libraries along a normal curve. The index permits quantitative comparisons of academic libraries, singly and as a group, with other academic libraries. Through factor analysis, 10 variables emerge as characteristic of AAU library size: volumes held, volumes added (gross), microform units held, current serials received, expenditures for library materials, expenditures for binding, total salary and wage expenditures, other operating expenditures, number of professional staff, and number of nonprofessional staff. Component score coefficients or weights for the 1981-1982 AAU academic library data are shown, along with the calculation of a library's 1981-1982 index score. The index scores for 52 academic libraries are provided. Information is included on the specific quantitative measures for the libraries. (SW)

ED 246 785 HE 017 508

Voornhees, Richard A.

Financial Aid and New Freshman Persistence: An Exploratory Model. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—23p; Paper presented at the Annual Forum of the Association of Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, *College Freshmen, *Federal Aid, Financial Needs, Higher Education, Institutional Research, Models, *Research Methodology, Statistical Analysis, *Student Financial Aid, Urban Universities

Identifiers—*AIR Forum

A model of student persistence that considers the role of student finances and student financial aid was investigated in 1980, with a focus on federal campus-based aid. Linear Structural Relations (LISREL), a more versatile technique than traditional path analysis, accounted for 42 percent of the variance in the persistence of 343 new freshmen financial aid recipients at a major urban university in the Southwest. The results indicate that financial need, student residency status, and noncampus-based loans and grants have direct effects on new freshman persistence regardless of the type or amount of campus-based aid awarded. The direct effect of each federal campus-based program on persistence was significant and positive. The effect of Supplemental Educational Opportunity Grants on student persistence was about half that of National Direct Student Loans and the College Work Study program. The model accounted for about 23 percent of the vari-

ED 246 792 HE 017 515

Kallio, Ruth E. Knepp, Marilyn
Responding to Changes in Administrative Roles
through Professional Development. AIR 1984
Annual Forum Paper.

Pub Date—May 84

Note—24p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Administrators,
Higher Education, *Inservice Education, *Insti-
tutional Research, Knowledge Level, Microcom-
puters, Needs Assessment, *Professional
Development, Program Evaluation, Program Im-
plementation, *Researchers, *Staff Development,
Word Processing

Identifiers—AIR Forum

An institutional research/planning office's at-
tempt to deal with the professional development
needs of its staff is described. The objective was to
broaden and develop the knowledge base and tech-
nical skills of the office as a whole, as well as to
benefit individuals. A unique aspect of the program
was the development of an in-office training pro-
gram to supplement opportunities available else-
where. The suggested paradigm involves: assessing
needs, identifying opportunities and constraints,
matching needs to resources, developing an in-of-
fice program, implementing the program, and eval-
uating the program. For the needs assessment, staff
members were asked to evaluate their present level
of knowledge and skills and to identify five areas of
professional development that interested them. Six-
teen sessions were held as part of the formal in-
office program, including the following offerings:
word processing, personal computer usage, and fi-
nance and budget. Informal portions of the profes-
sional development program included a variety of
individual and group experiences (e.g., individual
efforts to become familiar with the microcomputers
and software). Program evaluation involved assess-
ment of costs and benefits and achievement of ob-
jectives. (Author/SW)

ED 246 793 HE 017 516

Brown, Marilyn K. And Others
Sex Equity Research: Keeping the Campus Out of
the Courtroom. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—19p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Comparative Anal-
ysis, *Employment Practices, Equal Opportuni-
ties (Jobs), Higher Education, Institutional
Research, Males, *Personnel Policy, *Salary
Wage Differentials, *Sex Fairness, State Universi-
ties, Teacher Salaries, *Women Faculty

Identifiers—AIR Forum, University of Maryland
College Park

Sex equity research efforts undertaken by the Of-
fice of Institutional Studies at the University of
Maryland at College Park are discussed. A plan was
developed for examining salary differences at three
distinct times: time of appointment, upon promo-
tion and/or award of tenure, and at annual salary
reviews. Salaries of male and female faculty holding
the doctorate and employed at the ranks of assis-
tant, associate, and full professor in fall 1979 were
studied. Initial salary studies also considered years
since award of the doctorate and the academic dis-
cipline. The annual salary equity review process was
designed to be a part of the regular annual salary
review used to award merit increases. The review
process was focused primarily on the equity of fe-
male faculty salaries, although inequity in a male's
salary might also be identified. A number of prob-
lems were associated with the studies: data limita-
tions, time and resource limitations, interpretive
problems, political problems, and implementation
problems. It is concluded that thorough examina-
tion of salary issues and actions to resolve inequities
can help forestall expensive and disruptive litiga-
tion. (SW)

ED 246 794 HE 017 517

Melchior, Gerlinda S.
Research on University-Industry Linkages: The
State of the Art. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—30p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984). Draft.

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, *Higher Ed-
ucation, Incentives, *Industry, Institutional Re-
search, Private Financial Support, *Research
Projects, *School Business Relationship, *Tech-
nology Transfer

Identifiers—AIR Forum

Issues concerning research partnerships between
universities and industry are reviewed. Attention is
directed to the genesis of partnerships, a typology
of linkages, salient incentives for academe and com-
merce, currently perceived barriers, qualitative as-
sessment of linkages, and recommendations for the
improvement of partnerships. Linkages fall into
three main categories: general research support,
which includes gifts, equipment donations, and en-
dowments; cooperative support and knowledge
transfer via both institutional and personal interac-
tions; and formal technology transfer, which in-
cludes industry parks, extension teaching, and
research institutes. Incentives of universities for
linkages with industry include: new sources of funds
for basic research and graduate student training;
new sources of equipment, labs, and instrumentation;
exposure to real world research; income from
patent rights; and an alternative to government re-
search funds. For corporations, the incentives in-
clude: acquisition of personnel, translating theories
and innovations into marketable products, access to
university facilities, and increased productivity.
Mutual barriers pertain to institutional differences,
patent rights and licensing questions, and concepts
of planning. A bibliography that includes "fugitive
literature" is appended. (SW)

ED 246 795 HE 017 518

Winstead, Wayland H. And Others
An Alternative Method for Computing Unit Costs
and Productivity Ratios. AIR 1984 Annual For-
um Paper.

Pub Date—May 84

Note—23p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Programs,
*Cost Estimates, *Departments, *Evaluation
Methods, Higher Education, *Productivity, Pro-
gram Costs, *Research Methodology, *Unit Costs

Identifiers—AIR Forum

An alternative measure for evaluating the perfor-
mance of academic departments was studied. A
comparison was made with the traditional manner
for computing unit costs and productivity ratios:
prorating the salary and effort of each faculty mem-
ber to each course level based on the personal mix
of course taught. The alternative method used aver-
aging of errors and input from an external group of
peers. Differentially weighted student credit hours
(DWSCH) were selected as the unit to be costed. In
order to test the use of unit costs based upon
DWSCH, cost estimates were prepared for 50 de-
partments at a major research university using 5
years of data. Attention was directed to the stability
of the ratios, psychometrics/uncertainty model, and
a construct validation of the economics and effi-
ciencies of scale. The results of the analyses show
that the weighted data provide significantly better
measures of costs and productivity than the esti-
mates produced by the traditional Information Ex-
change Procedures. In addition, the use of DWSCH
produces a major reduction in the number of mea-
sures produced in the costing process. By reducing
the number of measures produced, costing by op-
erating department focuses attention on the resources
to be allocated to an operating unit. (SW)

ED 246 796 HE 017 519

Bloom, Allan M. And Others
"AID"-ing Academic Program Evaluation: The
"Automatic Interaction Detector" as Analysis
Tool. AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—12p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College
Programs, Evaluation Methods, Grades (Scholas-
tic), Higher Education, Institutional Research,
Lecture Method, Outcomes of Education, Phys-
ics, Predictor Variables, *Program Evaluation,
*Research Methodology, Science Laboratories,
*Teaching Methods

Identifiers—AIR Forum, *Automatic Interaction
Detector

The use of the Automatic Interaction Detector
(program AID3 of the OSIRIS statistical package)
to study a university program is discussed. The per-
formance of students who took general physics lec-
ture and laboratory concurrently is compared to the
performance of those who took them separately.
Five years of data are analyzed, covering 1,997 stu-
dents. The educational outcomes investigation uses
the AID3 program to examine a variety of indepen-
dent variables, including Scholastic Aptitude Test
(SAT) scores, physics lecture grade, student major,
student level, high school rank, and student sex. The
AID3 analysis indicates that the importance of the
concurrent laboratory depends strongly on when in
the analysis it is considered. The demographic mea-
sures that make a difference in explaining grades in
physics class include: overall grade average, SAT
math score, high school rank, and the year in which
the student took the course. Finally, some nonaddi-
tive interactions occur in the data. It is demon-
strated that the research method allows researchers
to consider a large number of variables as possible
explaners of course performance without making
the restrictive assumptions required by other tech-
niques. (SW)

ED 246 797 HE 017 520

Brown, Marilyn K.
In Search of a Fair Faculty Allocation Formula.
AIR 1984 Annual Forum Paper.

Pub Date—May 84

Note—28p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(24th, Fort Worth, TX, May 6-9, 1984).

Pub Type—Reports - Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, *College Faculty, Deci-
sion Making, Equal Opportunities (Jobs), Evalua-
tion Methods, *Faculty Workload, Higher
Education, Institutional Research, *Mathemati-
cal Formulas, *Research Methodology, *Re-
source Allocation, *Teacher Placement

Identifiers—AIR Forum, University of Maryland
College Park, Weighted Data

Several approaches to determining a new formula
for the allocation of faculty positions (and associ-
ated salary and operating funds) are discussed.
These approaches are: weighting schemes used at
peer institutions, faculty workload measures, and
use of a state funding formula. A survey was used to
solicit data concerning weighting schemes used at
peer institutions. These weights were then applied
to the subject institution's credit hours. The litera-
ture on the development of faculty workload mea-
sures was also reviewed. The state board for higher
education's funding formula was converted to a
weighting scheme and applied to the institution's
student credit hours. It is concluded that each
method has advantages and disadvantages. Use of a
faculty activity analysis or a cost study would entail
the collection and analysis of a large amount of data
with no guarantee that the results would be accept-
able. While the use of peer weights would not re-
quire as much effort and resources for
implementation, the selection of any set of weights
would be arbitrary and thus subject to criticism.
None of the formulas accounts for all the variables
relevant to particular decisions. The process that is
currently under way at the University of Maryland
at College Park to adopt a new weighting scheme is
discussed. (Author/SW)

ED 246 798 HE 017 546

Basset, Roger
Overview. Postsecondary-Education Information
Planning at the State Level: Volume 1.

National Center for Higher Education Management
Systems, Boulder, Colo.

Spons Agency—Kellogg Foundation, Battle Creek,
Mich.; National Center for Education Statistics
(ED), Washington, DC.

Pub Date—79

Contract—300-76-0296

Note—35p.; For related documents, see HE 017
547-550.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, *Databases, *Data Collection, Government School Relationship, Information Needs, *Information Systems, *Postsecondary Education, Program Costs, Program Evaluation, Publications, Reports, State Boards of Education, *Statewide Planning

Identifiers—*State Level Information Base Project
The objectives and accomplishments of the State-Level Information Base project are reviewed, and documents available to state-agency and other staff are summarized. The overall purpose of the project is to assist state-level planners and postsecondary education staff with their information needs, and to effectively match agency responsibilities and staff agenda. The following documents published as a result of the project are briefly described: the "Planning Guide," "Selection of Data to Address Planning Issues," "Pilot-Test State Case Studies," and "Systems-Related Experiences in Eight Pilot-Test States." The content of these documents is summarized in the remainder of this overview. Attention is directed to the following state-level planning issues: "need/demand for postsecondary education services, responsiveness of the postsecondary education enterprise, resources required to support the postsecondary education enterprise, and financial policies related to the acquisition and distribution of resources. Steps of information-system assessment are addressed, including the following: defining issues faced by the state agency, describing the decisions and analytical approaches, and identifying sources for the new data elements. The state-institutional interface is discussed, and information is provided on pilot testing of the project. (SW)

ED 246 799

HE 017 547

Bassett, Roger

Planning Guide. Postsecondary-Education Information Planning at the State Level: Volume 2.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Contract—300-76-0296

Note—70p.; For related documents, see HE 015 546-550.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, Agency Role, *College Planning, *Databases, Government School Relationship, Information Needs, *Information Systems, Organizational Development, *Postsecondary Education, State Boards of Education, *Statewide Planning

Identifiers—*State Level Information Base Project
A guide to understanding the major environmental and procedural factors in planning state-level information systems is presented. Attention is directed to: assessment of the developmental environment (agency authority and role, institutional concerns), selection of a procedural approach to information-system planning, assessment of information needs generally, selection and evaluation of specific data elements, and assessment of resource requirements (staffing, computer and systems support, and institutional costs). The way that organizational and individual behavior affect information-system design is considered, along with the influence of the agency's planning environment and institutional relationships on the information-system planning process. Stages of organizational development, stages of individual development, and organizational decision-making processes are identified. The following environmental considerations are addressed: the state agency's managerial role, staff style, length of experience with state-level data reporting, and costs and benefits. Additional topics include the importance of documentation, a framework for information system planning, and identifying sources of data and definitions. Background information on the State-Level Information Base project is included. (SW)

ED 246 800

HE 017 548

Cloud, Sherrill

Selection of Data to Address Planning Issues.

Postsecondary-Education Information Planning at the State Level: Volume 3.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Contract—300-76-0296

Note—289p.; For related documents, see HE 015 546-550. Some of the sample tables have small or broken print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$12.00).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160) — Reference Materials (130)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classification, *College Planning, Databases, *Data Collection, Decision Making, Glossaries, Information Needs, *Information Sources, *Information Systems, *Postsecondary Education, Questionnaires, Research Tools, State Boards of Education, *Statewide Planning, Statistical Data

Identifiers—*State Level Information Base Project
An issues-oriented framework for selecting data to support typical state-level planning analyses is presented. Attention is focused on questions concerning the planning issues, and the general data requirements required to support a given state's analytical questions and decision requirements. State-level planning issues in postsecondary education that have been identified as common to all states are covered. A table links issue categories, analytical questions for each issue, applicable data, and examples of data uses. Cross-references are made to the appropriate page in the data section. The data section provides separate pages for each type of data, and includes descriptions of the data, potential uses, and available sources (in either published or machine-readable form). Another section describes available sources for the categories of population information, elementary/secondary information, and the Higher Education General Information Survey and other postsecondary education surveys; sample tables, forms, and surveys are included. A glossary presents standard definitions and categories. Appended is detailed information regarding particular state-level developmental issues, including cost information for state planning, and classifications structures for institutions and programs. (SW)

ED 246 801

HE 017 549

Bassett, Roger

Pilot-Test State Case Studies. Postsecondary-Education Information Planning at the State Level: Volume 4.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Contract—300-76-0296

Note—272p.; For related documents, see HE 015 546-550. Some tables have small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Education, Case Studies, *College Planning, Continuing Education, Databases, Data Collection, Decision Making, Information Needs, *Information Systems, Outcomes of Education, *Pilot Projects, *Postsecondary Education, Program Costs, Program Development, *State Boards of Education, *Statewide Planning

Identifiers—California, Hawaii, Illinois, Kentucky, New Jersey, New York, South Carolina, *State Level Information Base Project, Virginia
Experiences of pilot-test state agencies in developing an information system are summarized, as part of the State Level Information Base project. The background and functions of each of the eight pilot-test state agencies are described, along with the information systems approach, and planning responsibilities (comprehensive planning, budgeting, and program review). Attention is also directed to

each agency's data set, the developmental schedule and resources involved, the nature of the postsecondary education community being addressed, and the costs of each state's information system. In addition, results are reported of special efforts to identify the information required for state-level adult- and continuing education planning (developed in cooperation with Idaho and Nebraska) and state-level educational outcomes analysis (developed in cooperation with Hawaii and Rhode Island). The institutions are as follows: California Postsecondary Education Commission, University of Hawaii, Illinois Board of Higher Education, Kentucky Council of Higher Education, New Jersey Department of Higher Education, New York State Education Department, South Carolina Commission on Higher Education, and the State Council of Higher Education for Virginia. (SW)

ED 246 802

HE 017 550

Katchian, Anahid

Systems-Related Experiences in Eight Pilot-Test States. Postsecondary-Education Information Planning at the State Level: Volume 5.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Contract—300-76-0296

Note—188p.; Some tables have small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$8.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Case Studies, *College Planning, Computers, Computer Software, *Databases, Data Collection, Data Processing, Decision Making, Information Needs, *Information Systems, Pilot Projects, *Postsecondary Education, Program Costs, Program Development, *State Boards of Education, *Statewide Planning

Identifiers—California, Hawaii, Illinois, Kentucky, New Jersey, New York, South Carolina, *State Level Information Base Project, Virginia
Experiences in systems-development for state information systems are summarized for eight pilot-test state agencies, as part of the State Level Information Base project. Attention is directed to the evaluation of information needs; hardware and software choices; survey administration; data organization, storage, and linkages; and staffing considerations. Separate sections for each state describe: the interface between the state agency and the data-providing institutions, the data selected by the agency, major uses of the data, the software and data organization selected by each agency, the hardware choices, and the next developmental steps anticipated in each state. The ranges of developmental costs among pilot-test state agencies are summarized, and caveats related to difficulties in obtaining reliable and informative data on costs are discussed. Appendices provide data on pilot-test state usage of the data as of May 1978. The appended charts and tables identify data used by the state agencies, including for each data category: level of aggregation, indication of whether the data are computer accessible, and type of institution. The tables also indicate the major functions or activities of the agencies, including responsibility for federal reporting, long-range planning, and involvement in budgeting. (SW)

ED 246 803

HE 017 551

Chaffee, Ellen Earle And Others

Case Studies in College Strategy.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 83

Contract—400-80-0109

Note—282p.; Some tables have small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$12.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Case Studies, *Change Strategies, College Administration, *College Planning, Educational Finance, Financial Policy, *Financial Problems, Higher Education, *Institutional Characteristics, Policy Formation, *Private Colleges,

Questionnaires, Retrenchment, School Surveys
Strategies employed by selected, pseudonymous private colleges in dealing with revenue constraints are detailed in case studies. Attention is directed to the adaptation and policies of eleven private liberal arts and three comprehensive colleges in their efforts to recover from rapid decline in total revenues during 1973-1976. Intensive analysis is provided for these 14 colleges that enrolled at least 650 students in 1979. Half had made the greatest total revenue recovery and half had continued to decline. Chief administrators and faculty leaders were interviewed on each campus, along with at least one trustee on most campuses. Background materials, such as accreditation self-study reports, internal reports, historical documents, college catalogs, and audit reports were also examined. In addition, five pilot schools were studied to test the feasibility of a large-sample mailed survey. Descriptive information on each college is included along with the case history, which covers enrollments, staff, academic programs, planning, budgets and capital. The colleges are not identified by name: nine were church-related; three were selective in admissions; and two were urban, three were rural, and nine were in intermediate-sized towns. The field interview guide is included. (SW)

ED 246 804 HE 017 552

Cohen, Bethaviva

Factors Affecting Net Tuition Revenue at Private Colleges. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109.

Note—65p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Enrollment Influences, Enrollment Trends, Expenditures, Higher Education, Income, *Institutional Characteristics, Models, *Predictor Variables, *Private Colleges, *Student Costs, Student Financial Aid, *Tuition

Identifiers—Pricing

Factors affecting changes in net tuition revenue in private colleges were studied, and a model accounting for these factors was tested using 1976-1977 and 1977-1978 data. Analysis focused on the influence of tuition price, financial aid, and enrollment. Secondary consideration was given to those institutional characteristics that may distinguish private institutions. Data were obtained from the Higher Education General Information Survey and the College Entrance Examination Board. The primary variables considered were those involved in the direct calculation of net tuition revenue: (1) change in net tuition revenue; (2) change in enrollment; (3) change in financial-aid expenditures; and (4) change in tuition price. A system of four linear equations (one equation per primary variable) was structured (Fig. 2) to relate pairs of variables, with the aim of computing their total effect on net tuition revenue. Three major steps in data analysis were as follows: testing the assumption that reported gross tuition and fees revenue is equal to the product of full-time-equivalent enrollment and the undergraduate tuition price; testing six assumptions about relationships between changes in net tuition revenue, tuition price, financial aid, and enrollment; and examining signs of other relationships between change variables and institutional characteristics. (SW)

ED 246 805 HE 017 553

Chisholm, Mark Cohen, Bethaviva

A Review and Introduction to Higher Education Price Response Studies. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109

Note—47p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$4.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Attendance, Economic Factors, *Educational Demand, *Enrollment Influences, Higher Education, Institutional Characteristics, Institutional Research, Literature Reviews, Predictor Variables, *Statistical Analysis, Student Characteristics, *Student Costs, *Tuition

Identifiers—Pricing

Background information needed to understand the literature on the impact of price on college attendance (i.e. price-response literature) is provided. After briefly introducing price theory and its use in demand studies in higher education, the major expository articles are reviewed, and major analytical methods used by researchers are examined. Examples from studies that typify these approaches are included, and important facts learned from the literature are summarized. Whether the research was done with multiple regression or with conditional logit analysis, price was seen as an important factor influencing student demand; as price goes up, demand falls. The effect of price varies, however, depending on both the type of student and type of institution. Other factors, such as student's sex, can moderate the effect of price on student demand. Price was significant in explaining female full-time-equivalent enrollment. The impact of a price change affects students differentially depending on their income and ability levels. The impact also differs across types of institutions. Attention is directed to use of the following analysis techniques: regression analyses with different demand functions, linear probability models, and logit analysis. (SW)

ED 246 806 HE 017 554

Gross, Francis M.

Formula Budgeting for Higher Education: State Practices in 1979-80. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109.

Note—94p.; Tables have faint print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancillary School Services, *Budgeting, College Administration, College Instruction, College Libraries, Community Colleges, Comparative Analysis, *Expenditures, Guidelines, Higher Education, Operating Expenses, Research, *Resource Allocation, School Maintenance, *State Colleges, *State Surveys, Technical Institutes

Identifiers—*Formula Budgeting

Budget formulas used by states for state-supported colleges and universities are described, along with budgeting guidelines. A comparative analysis of the budget formulas in use in 1979-1980 reveals the similarities and differences in design among 19 states. Functional areas of expenditure used in the formula calculation are also compared for each state, including instruction and academic support, libraries, student services, institutional support, research and public service, and physical plant operation. For each state and functional area, information is also provided on formula methods for developing requests, including line items, base factors, formula factors, and the method of calculation. Descriptions of individual budget formulas for four-year institutions are provided for the following 19 states: Alabama, Arkansas, Colorado, Florida, Georgia, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, New Jersey, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, and Washington. Separate formulas for community colleges and technical institutes reported by nine states are also described. State guidelines and other nonformula, budget development practices are also covered. (SW)

ED 246 807 HE 017 555

Makowski, David Wulfsberg, Rolf M.

An Improved Taxonomy of Postsecondary Institutions. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109

Note—52p.; Report presented as part of the HEGIS Data Quality Project. For related documents, see HE 017 556-558.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$3.00).

Pub Type—Reference Materials - Vocabularies/Classifications (134) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bachelors Degrees, *Classification, *Colleges, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, *Institutional Characteristics, Intellectual Disciplines, *Postsecondary Education, Professional Education, Two Year Colleges

Identifiers—HEGIS Data Quality Project

The taxonomy of postsecondary-education institutions that was developed by the National Center for Higher Education Management Systems (NCHEMS) is described and compared to taxonomies developed by the National Center for Education Statistics (NCES) and the Carnegie Commission on Higher Education. Criteria used to classify higher education institutions are identified: the number of degrees earned by type of degree, the number of fields in which degrees were earned, and the ratio of degree completions in several specific fields to total degree completions. Five major categories of institutions are classified as follows: major doctoral-granting institutions, comprehensive institutions, general baccalaureate institutions, professional and specialized institutions, and two-year institutions. Subcategories within each of these areas are also described. In comparing taxonomies developed by NCES, NCHEMS, and the Carnegie Commission, 20 data items were examined, including degrees awarded by level, number of programs by level, full-time-equivalent enrollment by level, total full-time enrollment, total full-time faculty, and expenditures by category. The relative performance of the different taxonomies for various sample sizes is also assessed. (SW)

ED 246 808 HE 017 556

McCoy, Marilyn

The Utility of HEGIS Finance Data: A Researcher's Perspective. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109

Note—24p.; Report presented as part of the HEGIS Data Quality Project. For related documents, see HE 017 555-558.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, *Data Collection, *Educational Finance, Financial Support, Higher Education, Improvement Programs, Information Sources, *Information Utilization, *National Surveys, Reliability, Researchers, Statistical Analysis, *User Satisfaction (Information)

Identifiers—HEGIS Data Quality Project, *Higher Education General Information Survey

Factors that affect the utility of financial data collected through the Higher Education General Information Surveys (HEGIS) are examined. Attention is also directed to the process associated with the collection and use of that data; roles and responsibilities of various parties to that process, with a focus on researchers' roles; and possible future steps to improve the usefulness of these data. The following factors are identified as affecting the utility of HEGIS finance data: quality of the data, relevance of the data for decision-making, accessibility of the data, timeliness of the data, and cost-effectiveness of the data. Specific recommendations to improve the utility of HEGIS finance data are offered for provider institutions, the data collector institution, researcher, and users. The recommendations pertain to data collection design, data collection, editing, release, analysis, and use, are presented in detailed tabular form. (SW)

ED 246 809 HE 017 557

Ryland, Jane N.

State Reporting Practices and the Quality of HEGIS Finance Data. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82
Contract—400-80-0109

Note—19p.; Report presented as part of the HEGIS Data Quality Project. For related documents, see HE 015 555-558.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$3.00).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, *Data Collection, *Educational Finance, Financial Support, Government Role, Higher Education, Information Sources, *Information Utilization, *National Surveys, Recordkeeping, Reliability, Reports, Research Problems, *State Action, *State Government, Student Financial Aid, User Satisfaction (Information), Validity

Identifiers—HEGIS Data Quality Project, *Higher Education General Information Survey
State practices affecting the reporting of Higher Education General Information Survey (HEGIS) data were surveyed. Although all but three states coordinated the HEGIS collection and reporting effort for at least some group of institutions in the state, the survey revealed a relatively weak state role in editing the data collected from the institutions, and only moderate use of the data. Sixty percent of the 45 respondents to the state survey (27 states) indicated some use of the HEGIS finance data, but many of these indicated that the uses were quite limited. The inconsistency of the universe of institutions reporting in HEGIS from state to state was revealed. In addition, states varied significantly in strategies for providing student assistance. Variations occurred in the manner of state funding and in the reporting practices associated with central boards, offices, and commissions. Concerns regarding central support services, debt service, and capital acquisition financing were also addressed. Data are provided on direct student aid provided by states for 1977-1978 and 1978-1979. Data not included in HEGIS reports are also presented regarding debt service, as well as expenditures and enrollments for public postsecondary vocational-technical institutes. (SW)

ED 246 810 HE 017 558
Smith, John D.

Impact of Health Programs on Instructional Expenditures in Higher Education. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82
Contract—400-80-0109.

Note—21p.; Report presented as part of the HEGIS Data Quality Project. For related documents, see HE 015 555-557.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$3.00).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations Education, College Programs, Comparative Analysis, *Data Collection, Dental Schools, *Educational Finance, *Expenditure per Student, Higher Education, Medical Education, *National Surveys, *Professional Education, Recordkeeping, Reliability, Reports, State Colleges, Veterinary Medical Education

Identifiers—HEGIS Data Quality Project, *Higher Education General Information Survey
The reporting of financial statistics for the Higher Education General Information Survey by health professional programs (medical, veterinary, osteopathic, dental, and related programs) was investigated. Attention was directed to how HEGIS data can be used to compare institutions when the mix of programs within the institutions complicates the comparison. The effect of the proportion of first professional programs in the health sciences on instructional expenditures was estimated using regression techniques to analyze data from the 1978 HEGIS survey. This analysis made instructional expenditures in 54 public institutions more comparable. The model included (in order of significance)

the number of faculty, the number of full-time-equivalent students, the proportion of first professional degrees in the health sciences awarded by the institution, the average faculty salary, and the amount of noneducation and general expenditures. The proportion of degrees awarded had a significant effect on instructional expenditures. When considered alone, this proportion had almost no predictive value because of the masking effects of differences in size between the institutions. The magnitude of the effect of the proportion of health professional programs should be a concern for researchers. (Author/SW)

ED 246 811 HE 017 559
Christal, Melodie E.

Residence and Migration of College Students. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—82

Note—42p.; Report presented as part of the Project on Enrollment Analysis at the State Level. Some tables have small print. For earlier reports see ED 049 720 and ED 202 419.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$3.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *College Students, College Transfer Students, Foreign Students, *Geographic Distribution, Geographic Regions, Graduate Students, Higher Education, *In State Students, National Surveys, *Out of State Students, *Place of Residence, Professional Education, *Student Mobility

Results from the National Center for Education Statistics' (NCES) 1979 Residence and Migration survey that are particularly relevant to higher education policy issues are discussed. Data are provided on the rankings of states by net in-migration and net out-migration of first-time freshmen, and the net migration of first-time freshmen, undergraduate transfer students, graduate students, and first-time professional students. Foreign student enrollments, enrollment by control and classification of institution, and changes in migration since 1949 are reported. Findings include the following: (1) since 1938, New Jersey, New York, Illinois, and Connecticut have experienced substantial net losses of students to other states; (2) the top five ranked states for net in-migration of first-time freshmen students are North Carolina, Massachusetts, Tennessee, Texas, and Arizona; (3) Massachusetts, New York, Connecticut, and Pennsylvania heavily enroll out-of-state students in the private sector; (4) Arizona, California, and Texas heavily enroll students in the public sectors; and (5) in 1979, 87 percent of all first-time students remained in their home state to study. It is noted that residence and migration data are also useful at the institutional and intrastate level. (SW)

ED 246 812 HE 017 560
Fellers, John

Current Trends in Image Assessment. Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82
Contract—400-80-0109

Note—29p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$4.00).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, Decision Making, Evaluation Methods, Faculty College Relationship, Higher Education, *Information Needs, Needs Assessment, *Public Opinion, *Reputation, Research Methodology, *School Attitudes, *School Community Relationship, *Self Evaluation (Groups), Student College Relationship

Image assessment in higher education and procedures for conducting image assessments are discussed. Image assessment is the process of finding out what others think about an organization. It is proposed that when image assessments are ap-

proached objectively, the results can help determine constituent needs, anticipate vocational trends, survey private and public funding patterns, discover shifts in demographic patterns, and detect inaccurate perceptions so they may be corrected. Since internal factors affect external images of an institution, image assessment efforts should be directed not only to outside constituents, but also to students, faculty, and staff. Assessment zones or circles of assessment influence that surround an institution can be analyzed in terms of prestige, resource, recruitment, impact, and comorbidity (the town, city or suburb in which the institution is located). In addition to goal setting, image assessment should involve systematic categorization of information needs. Within internal and external environments, academic and support items may be grouped according to their essential qualities (i.e., cost, administration, evaluation, maintenance and repair, and expansion). Research techniques for collecting data are identified, and the use of image-assessment results for institutional decision-making is discussed. (SW)

ED 246 813 HE 017 561
Brinkman, Paul

State Funding of Public Higher Education: Improving the Practice. Proceedings of a Working Conference (Boulder, Colorado, August 18-19, 1983). Working Paper Series.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82
Contract—400-83-0009

Note—46p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$4.00).

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Budgeting, College Administration, Costs, *Educational Finance, Educational Quality, Financial Support, Governance, *Government School Relationship, *Higher Education, Incentives, *Public Education, Research Needs, *State Aid, *State Colleges
Summaries of conference discussions on state funding of public higher education are presented. Attention is directed to the practice and the context of state funding. The following topics are addressed: current state priorities and relationships between state government and publicly-supported institutions, funding for quality, incentives in the budget, management flexibility, higher education costs, funding formulas, and research agenda. Specific issues addressed by conference participants include the following: changes in the means for ensuring accountability, the importance of trust in the state-institutional relationship, the degree of concern about quality in higher education, the kind of budget provisions that are likely to enhance quality, the way that incentives relate to state policies, the proper distribution between the state and the institutions of the responsibility for managing institutional budgets, leadership and flexibility, problems inherent in basing tuition rates on the costs of instruction, the role of marginal costing in the higher education funding, recent improvements in funding formulas, and progress in costing studies. A list of 42 finance-related issues that need further investigation is appended. (SW)

ED 246 814 HE 017 562
Ewell, Peter T.

Student-Outcomes Questionnaires: An Implementation Handbook. 2nd Edition.

College Entrance Examination Board, New York, N.Y.; National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83
Contract—400-80-0109

Note—223p.; For the first edition, see ED 172 671.
Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)—Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Aspiration, Career Choice, *College Graduates, *College Students, Data Col-

lection, Graduate Surveys, Guidelines, Higher Education, Information Systems, *Information Utilization, Longitudinal Studies, Needs Assessment, Occupational Aspiration, *Outcomes of Education, *Questionnaires, *Student Attitudes, Student Characteristics, Test Interpretation Identifiers—*Student Outcomes Information Service

Guidelines for using questionnaires/findings provided through the Student-Outcomes Information Service (SOIS) are presented. SOIS provides institutional decision-makers with information on student characteristics, backgrounds, attitudes, reasons for making various educational choices, activities, educational plans, occupational choices, and subsequent achievements. The six instruments of the SOIS questionnaire series are administered to student populations at different points in their college careers. The guidelines cover: administering the SOIS instruments, including the design of local questionnaire items; procedures and costs associated with different methods of administering the questionnaires; use of the SOIS Questionnaire-Analysis Service, with explanations of the computer-generated reports provided by the service; issues involved in interpreting questionnaire results and integrating SOIS results with other institutional data; and ways in which SOIS results can help in institutional evaluation, review, and decision making processes. Appendices include: the two- and four-year college questionnaires, samples of local questionnaire items, output documentation of the SOIS Questionnaire-Analysis Service, and sample reports from Student-Outcomes Assessment Surveys. (SW)

ED 246 815

HE 017 563

Ewell, Peter T.

Conducting Student Retention Studies.

College Entrance Examination Board, New York, N.Y.; National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date—84

Note—115p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Students, Data Collection, *Dropout Research, Guidelines, Higher Education, Information Systems, Information Utilization, *Institutional Research, Longitudinal Studies, Questionnaires, *Research Design, *School Holding Power, Student Attitudes, *Student Attrition

Identifiers—*Student Outcomes Information Service

Techniques for conducting student-attrition studies using the Student-Outcomes Information Service (SOIS) are outlined. General concepts to effectively guide an institutional research effort are discussed, with attention to better defining student attrition and a summary of results of recent research on the reasons why students withdraw from college. The design of a simple student-tracking system built around ongoing registration data is addressed, along with how SOIS survey instruments can considerably enhance the student-tracking system by providing longitudinal data on student attitudes and achievements. In addition, techniques for conducting a mailed survey to nonreturning students using the SOIS Former-Student Questionnaire are covered. Such techniques include identifying dropouts, ensuring usable response rates, estimating costs, and analyzing results. Finally, ways of using the results of retention research to design and inform more effective retention programs are examined. Appendices include a planning chart for administering mailed questionnaires, a guide to using the SOIS Questionnaire-Analysis Service, sample reports and cover letters, and copies of the SOIS Former-Student Questionnaire in two- and four-year versions. (SW)

ED 246 816

HE 017 564

Allen, Richard Brinkman, Paul

Marginal Costing Techniques for Higher Education.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-80-0109

Note—85p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$6.00).

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cost Effectiveness, *Cost Estimates, *Data Analysis, *Economic Factors, *Higher Education, *Research Methodology, *Statistical Analysis, Unit Costs

The techniques for calculating marginal costs in higher education are examined in detail. Marginal costs, as defined in economics, is the change in total cost associated with producing one additional unit of output. In higher education, the most frequently selected unit of output is a full-time-equivalent student or, alternatively, a student credit hour. After reviewing several aspects of the microeconomic theory of costs, detailed analysis is provided of the three basic methods of estimating marginal costs: the regression method, the fixed- and variable-cost method, and the incremental-cost method. For each method, definitions and examples of cost calculations are provided, along with information on data and analytical requirements and strengths/weaknesses. In addition, a literature review is included that indicates the following: the use of statistical costs analysis in which marginal costs are estimated is essentially the same sort of undertaking in higher education as it is in other enterprises, such as business and industry, hospitals, and primary and secondary education; the typical approach to developing specific costs functions has been pragmatic; and basic elements of the microeconomic model are seldom realized in applied work. (SW)

ED 246 817

HE 017 565

Brinkman, Paul Leslie, Larry L.

Higher Education Financing: 1973-1980.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—83

Contract—400-80-0109

Note—149p.; Report presented as part of the Higher Education Indicators project. For related documents, see HE 017 566-568. The appended finance survey and some bar graphs have small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$12.00).

Pub Type—Numerical/Quantitative Data (110) — Reference Materials - Vocabularies/Classifications (134) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Data Analysis, *Educational Finance, Endowment Funds, Federal Aid, *Financial Support, *Higher Education, *Income, Parent Financial Contribution, Private Colleges, Private Financial Support, Proprietary Schools, *School Funds, State Aid, State Colleges, Statistical Data, Tuition, Unit Costs

Identifiers—*Financial Indicators, Higher Education General Information Survey, Higher Education Indicators Project

Data on various aspects of the revenues flowing into colleges and universities during the mid and late 1970s are provided. Attention is directed to the total amount of financial resources used for higher education, the way that the total has changed in recent years in absolute and relative terms, and who contributes what portion of the total. The following institutional perspectives are addressed: current fund revenues, sources of revenue, fund balances, and unit revenues. Investor-consumer dimensions that are covered include: the federal government's share, the state and local government's share, voluntary support, the institutional share, the student and family share, and the total amount of resources going to higher education. For each topic, a brief overview of the concepts involved is provided, along with information on the specific data issues having to do with calculations or derivations, and data problems (e.g., errors, omissions). Tables and figures that provide basic data in different contexts (e.g., current versus constant dollars) are included. Appendices include: the National Center for Higher Education Management Systems taxonomy of colleges, the Higher Education General Information Survey (HEGIS) on finance, and instructions and definitions for the HEGIS survey. (SW)

ED 246 818

HE 017 566

Brown, Maryann K. And Others

Higher-Education Indicators: Tuition, Room, and Board.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—81

Contract—400-80-0109

Note—138p.; Report presented as part of the Higher Education Indicators project. For related documents, see HE 017 565-568.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$8.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, *Cost Indexes, Educational Finance, Enrollment Trends, *Higher Education, *Noninstructional Student Costs, Private Colleges, Professional Education, State Colleges, *Student Costs, Trend Analysis, *Tuition, Two Year Colleges

Identifiers—*Financial Indicators, Higher Education Indicators Project

The development of indicators of the price of tuition, room, and board at U.S. colleges during academic years 1972-1973 through 1979-1980 is discussed. Attention is directed to purposes and premises of the indicators, basic concepts of price and student expenses, major implications and indications evaluated during 1972-1980, and future research and potential applications of the findings. Different methodologies for studying price changes as they might be applied to expenses facing the student are examined, especially the Laspeyres-type index, whose methodology is comparable to the Consumer Price Index, The Higher Education Price Index, and other price series. Tuition trends at lower-priced and higher-priced institutions are also examined. Additional areas of analysis include: differences between public and private institutions in room and board charges, regional pricing differences, and other student expenditures (books and supplies, personal, and transportation). Average tuition per student are presented for the following categories of institutions: major research, other doctoral, other four-year institutions, professional and specialized institutions, and two-year institutions. A bibliography is appended. (SW)

ED 246 819

HE 017 567

Tierney, Michael L.

Trends in College Participation Rates.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82

Contract—400-80-0109

Note—110p.; Report presented as part of the Higher Education Indicators project. For related documents, see HE 017 565-568. An appended questionnaire has small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Age Groups, *College Attendance, Enrollment Influences, *Enrollment Trends, Family Income, Full Time Students, *Geographic Regions, Higher Education, *Racial Differences, *Sex Differences, Trend Analysis

Identifiers—Higher Education Indicators Project

Results of measuring college participation rates for the period 1973-1979 are discussed. After reviewing the literature surrounding the decision to attend college, the study design and basic data employed in the study are discussed. Two sets of indicators of college participation are examined, along with ways that the data can be used to test the feasibility of various public policy options. Data were collected from civilian, noninstitutionalized persons 18-34 years old, based on the Census Bureau's Current Population Surveys for October. College participation rates are presented by five dimensions: geographic region, age, sex, race, and family income level. Additionally, full-time attendance for four age groups (18-21, 22-24, 25-29, and 30-34) are indicated for the five dimensions. Full-time attendance rates for males and females

and for whites and non-whites are also indicated. The study data are also applied to the following concerns: participation rates required to offset demographically-induced enrollment decline, and overall unemployment and college participation rates by region. Appendices include a comparison of Bureau of the Census estimates of college enrollments with those derived from the Higher Education General Information Survey. (SW)

ED 246 820 HE 017 568
Leslie, Larry L.

Student Financing.
National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—82
Contract—400-80-0109

Note—253p.; Report presented as part of the Higher Education Indicators project. For related documents, see HE 017 565-567. Some tables may not reproduce well due to small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—College Students, Grants, Higher Education, Income, Information Sources, *National Surveys, *Parent Financial Contribution, *Scholarships, *Student Costs, Student Employment, *Student Financial Aid, *Student Loan Programs Identifiers—*College Costs, Higher Education Indicators Projects

Results of an investigation on ways that college students finance college costs are presented. Analysis of the literature on student financing focus on the following topics: aid recipients; particular groups, such as minorities or women; and policy questions, such as loan default rates, net prices charged, or institutions' methods of awarding student aid. A chart is provided of potential data sources concerning student financing, and the capabilities and limitations of the sources. Student financing data obtained from the National Longitudinal Surveys of 1972-1976 and the Cooperative Institutional Research Program annual survey are analyzed. The findings describe the total population in terms of student, nonstudent, nonresponse, missing data, and invalid data categories. In addition, the findings provide a time-series profile of how selected students have financed their education, and detail student net prices using two calculation methods. The four major categories of student financing data are student savings and earnings, family support, scholarships/grants, and loans. The survey data are analyzed by sex, race, socioeconomic status, parental income, academic ability, high school program, siblings in school, and institutional level and control. (SW)

ED 246 821 HE 017 569

McCoy, Marilyn Halstead, D. Kent

Higher Education Financing in the Fifty States: Interstate Comparisons Fiscal Year 1979, 2nd Edition.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82
Contract—400-80-0109

Note—980p.; Small print. For related documents see ED 180 417 and HE 017 570.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$29.95).

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Educational Finance, Enrollment Trends, *Expenditures, Government School Relationship, *Higher Education, *Income, Institutional Characteristics, Private Colleges, *School Funds, *State Aid, State Colleges, State Surveys, Teacher Salaries Information on state-level financing of higher education and on institutional revenues and expenditures is presented for fiscal year 1979. State rankings are provided on state and local government finances, support of colleges, and other trend data. Each state report consists of eight pages and

is divided into eight topics: commentary on unique state conditions and accomplishments; state financing of higher education; status report for public and private institutions; trends; inflation-adjusted trends; faculty salaries; and institutional descriptors and data notes. Included is a profile of the state's population and enrollment, tax structure, amount allocated to higher education, and distribution of state and local appropriations within the higher education system and other government functions. The status reports for public and private institutions cover institutional revenues and expenditures, state and local finances per capita, and enrollments. Trend data are provided on enrollments, state and local appropriations, tuition and fees, and total educational and general revenues. Additional data include faculty salaries by academic rank and institutional category. Appended are a listing of institutions by classification, control, and state, and definitions and information on data sources. (SW)

ED 246 822 HE 017 570

McCoy, Marilyn Halstead, D. Kent

Higher Education Financing in the Fifty States: Interstate Comparisons Fiscal Year 1981, 3rd Edition.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84
Contract—400-83-0009

Note—1,092p.; Small print. For earlier editions see ED 180 417 and HE 017 569.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$29.95).

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Educational Finance, Enrollment Trends, *Expenditures, Government School Relationship, *Higher Education, *Income, Institutional Characteristics, Private Colleges, *School Funds, *State Aid, State Colleges, State Surveys, Teacher Salaries Information on state-level financing of higher education and on institutional revenues and expenditures is presented for fiscal year 1981. State rankings are provided on state and local government finances, support of colleges, and other trend data. Each state report consists of eight pages and is divided into eight topics: commentary on unique state conditions and accomplishments; state financing of higher education; status reports for public and private institutions; trends; inflation-adjusted trends; faculty salaries; and institutional descriptors and data notes. Included is a profile of the state's population and enrollment, tax structure, amount allocated to higher education, and distribution of state and local appropriations within the higher education system and other government functions. The status reports for public and private institutions cover institutional revenues and expenditures, state and local finances per capita, and enrollments. Trend data are provided on enrollments, state and local appropriations, tuition and fees, and total educational and general revenues. Additional data include faculty salaries by academic rank and institutional category. Appended are a listing of institutions by classification, control, and state, and definitions and information on data sources. (SW)

ED 246 823 HE 017 571

Matthews, Jana B. Norgaard, Rolf

Managing the Partnership between Higher Education and Industry.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-83-0009

Note—253p.
Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$14.95).

Pub Type—Books (010)—Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrative Principles, Contracts, *Cooperative Programs, *Educational Needs, Government Role, *Higher Education, *Industry, Organizational Climate, Private Financial Support, Program Administration, *School Business Relationship, *Technology

Ways to develop and manage partnerships between colleges and industry are discussed. The broad educational, economic, social, and political contexts supporting such partnerships are reviewed, along with the important supporting roles of government and third parties. The dynamics of different partnership arrangements are examined, including philanthropy, procurements, linkages, exchanges, cooperatives, and joint ventures. Influences on the partnership are considered, including the diverse nature of the corporate world, and the transition to a global marketplace. Consideration is also given to high technology in a social context, education in a technological world, and the historical context for school business cooperation. The following six needs facing higher education are discussed: supporting faculty and graduate students, financing and utilizing basic research, upgrading facilities and equipment, maintaining the health of core programs, developing new patterns of education, and adapting organizational structures. The needs and interests of industry include human resource needs, and research and innovation. The management environment for a partnership and the negotiating and management of a contract are also discussed. A bibliography is appended. (SW)

ED 246 824 HE 017 572

Jones, Dennis P.

Data and Information for Executive Decisions in Higher Education. An NCHEMS Executive Overview.

National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date—82
Note—63p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Books (010)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Administration, Data Analysis, *Decision Making, Higher Education, *Information Needs, *Information Utilization, *Management Information Systems, Statistical Analysis

Data and information needs of college administrators are discussed, along with the uses of information to support decisionmaking. Difficulties in applying information technology to the administration of higher education are briefly reviewed. Data and information are discussed both in definitional and functional terms. Data are defined as either quantities or codes (i.e., numbers that identify entity characteristics, such as sex or program level of students). Information consists of data that have been combined and given a form in which they convey to the recipient user some useful knowledge. Attention is directed to components of data (e.g., a reference entity, a descriptor, a quantity, or code); properties of data (e.g., validity, accuracy, and reliability); issues surrounding data (e.g., quantitative versus qualitative data); the properties of information; the kinds of information utilized by administrators; and the role that information plays in various decision processes. It is noted that information needed to support strategic decisionmaking is different from that which supports operational management. Finally, the difference between databases and information systems is distinguished, and guidelines for the development of a management database are provided. (SW)

ED 246 825 HE 017 573

Matthews, Jana B.

The Effective Use of Management Consultants in Higher Education. An NCHEMS Executive Overview.

National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date—83
Note—71p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).

Pub Type—Books (010)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Administration, *Consultants, *Consultation Programs, *Contracts, Higher Education, Interprofessional Relationship, *Professional Services, Staff Role, *Technical Assistance

Information about consulting projects and consultants is provided to help college administrators. It is noted that colleges are increasingly asking consultants for help with such diverse projects as database

design, collection of new information, or the development of evaluative procedures. The stages of a successful consulting project and the roles a consultant should assume within these phases are discussed. The first stage is exploring the issues for which outside help is sought; the second stage begins when the consultant and the administrator formally define their working relationship by means of a proposal, a work plan, and a contract. The formal work starts at the third stage: mapping the problem, gathering information and data, analyzing the information, problem solving, and making recommendations. The final stage is completion, including writing the final report and achieving certain outcomes. Attention is also directed to: how to find the right consultant, costing out the consultant's services and the consulting project; the type of contract that should be written and necessary contract clauses; mutual responsibilities of clients and consultants; the political realities of a consulting project; and the evaluation of the consulting process. (SW)

ED 246 826

HE 017 574

Brinkman, Paul Krakover, Jack.
Comparative Data for Administrators in Higher Education. An NCHEMS Executive Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date—83
Note—103p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).
Pub Type—Books (010) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Guides, *College Administration, College Planning, *Comparative Analysis, *Data Collection, Decision Making, Higher Education, *Information Utilization, *Peer Groups, Research Problems, *Statistical Data

The preparation and use of data needed to make objective, useful comparisons in higher education are considered. The needs for comparative data in higher education, including demands for accountability and strategic planning, are reviewed. In addition, data-related problems are considered: problems of narrowness, misrepresentation, sameness, mediocrity, misperception, and costliness. Choosing a topic and unit of analysis and selecting among several possible types of comparison groups are addressed, with particular consideration to the development of the peer group as a comparison group. Typical uses of comparative data, such as for management control, planning, and financial comparisons are examined. The current issues regarding comparative data are considered, including: the major sources of data, the quality of some of these data, procedural and political issues, and the state of the analytic art. Attention is focused on secondary sources of data, including federal and state sources, and associations and institutions. Finally, the outlook for data-collection efforts at the federal and state levels is discussed, and likely future demands on institutions are assessed. Administrative guidelines regarding data quality and data presentation are included. (SW)

ED 246 827

HE 017 575

Ewell, Peter T.
Information on Student Outcomes: How to Get It and How to Use It. An NCHEMS Executive Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date—83
Note—89p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).
Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Classification, College Graduates, *Databases, Educational Assessment, Higher Education, *Information Systems, *Information Utilization, *Institutional Research, *Outcomes of Education, *Student Characteristics

The use of student outcomes data in higher education is discussed. Consideration is given to a widely recognized taxonomy of student outcomes developed by Alexander Astin and his associates, and a classification of outcomes developed by Oscar Lanning and his associates at the National Center for Higher Education Management Systems

(NCHEMS). Issues involved in the development of an effective institutional student-outcomes database are examined, and types of student data, typically kept in student master files and enrollment files, are identified. In addition, features of six currently available student-outcomes assessment instruments/services are specified, including the NCHEMS/College Board Student-Outcomes Information Service, the American College Testing Program Evaluation Survey Service, and the TEX-IS Follow-Up System. Attention is also directed to the identification of users and uses of outcomes information, and the production of management reports from student-outcomes databases. The application of outcomes information to decision-making is also discussed, with attention to preparing accreditation self-studies, program review, institutional planning, budget review, and student recruitment and retention. Finally, some themes concerning information utilization are considered. (SW)

ED 246 828

HE 017 576

Chaffee, Ellen Earle.
Rational Decisionmaking in Higher Education. An NCHEMS Executive Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date—83
Note—92p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).
Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Budgeting, Case Studies, Centralization, *College Administration, College Environment, Decentralization, *Decision Making, Higher Education, Models, *Organizational Theories, School Organization, Values

Identifiers—*Stanford University CA
Five models of organizational decision-making are described, and a case study of the rational model as seen in the budget process at Stanford University during the 1970s is presented. Several issues are addressed to help administrators who are interested in increasing the organization's rational decision-making. The five models are as follows: the rational model, the collegial model, the political model, the bureaucratic model, and organized anarchy. In the case study, five criteria essential to the rational approach are compared to the budget events of 1970-1979. These criteria are: values and objectives, alternatives, centralization of decision-making, understanding of consequences, and value-maximizing choice. It is suggested that prior to implementing rational decision-making, administrators should be aware of the need for certain organizational conditions: a firm definition of values, a sense of stability, and consistency in decision-making. Administrators also need to be alert to the issue of centralization/decentralization and to the differences among strategic, tactical, and operational decisions. The 18-month budget cycle used at Stanford University is outlined in chart form, and the results of a regression equation that used priorities to predict departmental budgets are included. (SW)

ED 246 829

HE 017 577

Barak, Robert J.
Program Review in Higher Education: Within and Without. An NCHEMS Executive Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date—82
Note—137p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$10.00).
Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Programs, Evaluation Criteria, *Government School Relationship, National Surveys, Postsecondary Education, Program Development, *Program Evaluation, *Program Validation, *Self Evaluation (Groups), *State Government, State Universities, Two Year Colleges

Identifiers—Broome Community College NY, California Community Colleges, University of Iowa
Academic program approval and review in postsecondary institutions and in state systems are discussed, based on a 1979 survey of postsecondary

institutions. Based on responses from 68 percent of 1,082 institutions, it was found that formal program-approval procedures are increasingly utilized (in their order of frequency) in independent four-year liberal-arts colleges, private junior colleges, and proprietary schools. Only a few institutions (mostly small private colleges), have no procedures. Information is provided on major purposes in conducting internal review of proposed new programs, criteria for program approval, persons involved in new program approval, and the academic program development procedure. Additional considerations include: practices and outcomes of system- and state-level approval, changes in program-review activities, reasons for system- and state-level program reviews, basic principles of good program review and the steps for implementing them, and controversial issues surrounding program review. Appended are brief descriptive summaries of program approval in Virginia, Rhode Island, and Washington, and summaries of internal review at the University of Iowa, California Community Colleges, and Broome Community College (New York). (SW)

ED 246 830

HE 017 583

Birnbaum, Robert Ed.
ASHE Reader in Organization and Governance in Higher Education. Revised Edition.
Association for the Study of Higher Education.
Report No.—ISBN-0-536-04643-3
Pub Date—84
Note—437p.

Available from—Ginn Custom Publishing, 191 Spring Street, Lexington, MA 02173 (\$19.95; bulk discounts available).
Pub Type—Collected Works - General (020) — Guides - Classroom - Learner (051) — Books (010)

Document Not Available from EDRS.
Descriptors—*Administrative Organization, Change Strategies, College Presidents, *Governance, *Higher Education, Interprofessional Relationship, Leadership Responsibility, Organizational Effectiveness, Organizational Theories, *Postsecondary Education as a Field of Study, *School Organization, Trustees

Identifiers—Strategic Planning
Supplementary text materials for graduate courses in the field of higher education are presented in 29 chapters on organization, governance, and internal and external constraints on governance. Chapter titles and authors include: "Alternative Models of Governance in Higher Education" (J. Victor Baldrige, David V. Curtis, George P. Ecker, and Gary L. Riley); "Educational Organizations as Loosely Coupled Systems" (Karl E. Weick); "Emerging Developments in the Study of Organizations" (James G. March); "Measuring Organizational Effectiveness in Institutions of Higher Education" (Kim S. Cameron); "Process of Academic Governance" (Kenneth P. Mortimer, T. R. McConnell); "From 'Governance of Higher Education: Six Priority Problems'" (The Carnegie Commission on Higher Education); "Trustee-President Authority Relations" (Robert E. Cleary); "Leadership in an Organized Anarchy" (Michael D. Cohen, James G. March); "Faculty Organization and Authority" (Burton R. Clark); "Senates and Unions: Unexpected Peaceful Coexistence" (Frank R. Kemerer, J. Victor Baldrige); "For and Against Student Participation" (Earl J. McGrath); "Organizational Adaptation and Higher Education" (Kim S. Cameron); "Strategic Planning for Higher Education" (Philip Kotler, Patrick E. Murphy). (SW)

ED 246 831

HE 017 585

Cross, K. Patricia McCartan, Anne-Marie.
Adult Learning: State Policies and Institutional Practices. ASHE-ERIC Higher Education Research Report No. 1, 1984.

Association for the Study of Higher Education, ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Kelllogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-10-1

Pub Date—84

Contract—400-82-0011

Note—162p; Outgrowth of the Lifelong Learning Project.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$7.50, nonmembers; \$6.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, *Adult Education, *Continuing Education, Educational Opportunities, Educational Quality, Education Work Relationship, Government Role, Government School Relationship, Higher Education, Labor Force Development, *Lifelong Learning, Productivity, *Public Policy, *Statewide Planning Identifiers—New York

Issues confronting state agencies in planning for lifelong learning are reviewed. In considering the providers of education, attention is directed to relationships within formal education structures, as well as relationships between higher education and business/industry, professional associations and labor unions, and community organizations. Three questions concerning access are addressed: the current participation of adults in adult education, barriers to participation, and extending educational opportunities to adults. In discussing quality assurance, attention is directed to programs and procedures that offer degrees or academic credit. Also of concern is the question of why state officials, particularly governors, are interested in the preparation of workers, the types of programs that are believed to aid the economy through education and training of adults, and approaches states can take to provide the private sector with a skilled work force. Five policy questions are also addressed: enhancing productivity, product life cycle theory, technology and job skills, dual labor markets, and education beyond skill training. A framework for considering state roles is also discussed. Information on New York State goals for adult learning services by the year 2000 is appended, along with a bibliography. (SW)

ED 246 832

HE 017 586

Whitman, Neal A. And Others

Student Stress: Effects and Solutions.

ASHE-ERIC Higher Education Research Report No. 2, 1984.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-11-X

Pub Date—84

Contract—400-82-0011

Note—115p.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$7.50, nonmembers; \$6.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Environment, *Coping, Graduate Medical Students, *Graduate Students, Higher Education, Law Students, Medical Students, *Professional Education, *Stress Management, Stress Variables, *Student Adjustment, Student College Relationship, Student Needs, *Undergraduate Students

Stresses experienced by college students at different educational levels are considered, along with ways that colleges can help reduce destructive forms of stress. After discussing how stress and coping are related, problems in defining stress and coping are considered, and models are proposed for understanding stress. Following an overview on the way that stress and coping relate to the role of student, descriptions are provided of environmental settings, sources of stress are given, and solutions are presented for undergraduate students, graduate students, law student, medical students, and medical residents. Solutions suggested for reducing distress in students include: stress inoculation (e.g., informing students in advance of what difficulties they might face); improving campus mental health services; organizing peer counseling and self-help groups; improved orientation for new graduate students; greater flexibility in core requirements; expanding the role of faculty advisors; giving earlier and more frequent exams for law students; deemphasizing grades in law school; basing appointment to the law review on writing skills rather than class rank; improving orientation for first-year medical students and residents; and better counseling and support groups for medical students and residents. (SW)

ED 246 833

HE 017 750

Involvement in Learning: Realizing the Potential

of American Higher Education. Final Report of the Study Group on the Conditions of Excellence in American Higher Education.

National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Note—127p.; For background papers, see ED 239

701 and HE 017 751-754.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 065-000-00213-2.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Standards, Change Strategies, *College Curriculum, College Faculty, College Instruction, College Role, College Students, Educational Assessment, *Educational Objectives, Educational Quality, *Higher Education, Improvement Programs, Liberal Arts, Student College Relationship, Student Evaluation, *Student Motivation, Student Participation, Student Teacher Relationship, *Undergraduate Study Identifiers—Blue Ribbon Commissions, *Excellence in Education

Ways to improve undergraduate education are suggested, based on the work of the Study Group on the Conditions of Excellence in American Higher Education. After considering shared values and long-term goals for American higher education, attention is directed to both the achievements and problems of colleges. Major themes are that student involvement and motivation are the keys to learning, that learning is most effectively conducted as a joint enterprise, and that higher learning can promote intelligent action in society and the economy. Recommendations are offered about the goals of undergraduate education and about practical steps for achieving them, including seven recommendations for increasing student involvement, eight recommendations for realizing high expectations, and four recommendations for assessment and providing feedback. Also included are two recommendations to graduate schools, four recommendations to external agencies (state and system-level officials, accrediting agencies, state legislatures, and boards of trustees), and one recommendation to the research community. Advice to students concerning student involvement in learning, expectations, and role in assessment of higher education is also provided. Appendix A is a summary of the Interim Report of the Study Group. Appendix B is a list of commissioned papers and staff analyses. Appendix C contains acknowledgments. Appendix D consists of biographies of study group members and staff. Separate but related items appended are: (1) the Department of Education news release concerning the report (including a "Fact Sheet"); (2) the statements made by T. H. Bell releasing the report; and (3) an eight-page executive summary of the report. (SW)

ED 246 834

HE 017 751

Pfister, Allan O.

The American Liberal Arts College in the Eighties—Dinosaur or Phoenix?

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Mar 84

Note—53p.; Background paper prepared for The

Study Group on the Conditions of Excellence in American Higher Education. For final report, see

HE 017 750.

Pub Type—Historical Materials (060) — Opinion

Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Curriculum, *College Role, *Educational Change, *Educational History, General Education, *Higher Education, *Liberal Arts

Identifiers—*Excellence in Education

The historical development of the liberal arts college in the United States and its status in the 1980s are discussed. Although for nearly 300 years, liberal arts colleges have been a dominant force in North American higher education, in the 1980s they have come to constitute a small and decreasing portion of postsecondary education. The position of the liberal arts college began to recede after World War II. At least two factors contributed to the maintenance of the English form or pattern in America: American colleges were designed to serve a particular constituency and were relatively isolated from one another; and they were responsible to local boards of control consisting of lay persons. By the 1920s the liberal arts college had accepted a combination of basic education and specialized education. The curriculum continued to expand, and so did the de-

grees, until by the 1970s, 650 bachelor's degrees could be identified. Debates have continued over the proportions of the curriculum to be devoted to general education, the major, and electives. The critical element is the ability of liberal arts colleges to retain their historic orientation while adapting to the expectations of the contemporary student. Some liberal arts colleges stand between the purely comprehensive and the purely liberal arts types. (SW)

ED 246 835

HE 017 752

Geiger, Roger L.

American Research Universities: Their Role in Undergraduate Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Note—48p.; Background paper prepared for The Study Group on the Conditions of Excellence in American Higher Education. For final report, see HE 017 750.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Instruction, College Role, Educational Finance, *Graduate Study, *Higher Education, *Institutional Characteristics, Land Grant Universities, Prestige, Private Colleges, Research, State Universities, *Undergraduate Study, *Universities

Identifiers—*Excellence in Education, Regional Universities, *Research Universities

The nature of U.S. research universities, which emphasize both graduate education and research, is discussed. Three elements that account for their character and unity are: a commitment to academic values, distinguished faculties, and considerable resource bases and resource flows. Research universities have been classified by different criteria, including those of the Carnegie Classification. In addition to about 20 institutions that are the most prestigious and most involved in high-dollar, big-science research, there is a second tier of research universities that can be distinguished as having generally smaller departments and graduate programs that are not top-ranked in national quality rankings. These institutions can be designated as regional research universities. A third group of research universities (but not necessarily a third or lower tier) consists of flagship state universities, land-grant universities, and large private universities that undertake large amounts of research, but also have substantial amounts of undergraduate teaching. Undergraduate teaching and research at 20 top-ranked research universities are discussed, along with academic values and resources. Current finances at the schools and undergraduate education are also discussed. (SW)

ED 246 836

HE 017 753

Birnbaum, Robert

State Colleges: An Unsettled Quality.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Mar 84

Note—42p.; Background paper prepared for The Study Group on the Conditions of Excellence in American Higher Education. For final report, see

HE 017 750.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Colleges, *College Role, *Educational History, *Educational Quality, Financial Support, Government School Relationship, *Higher Education, *Institutional Characteristics, Multicampus Colleges, *State Colleges

Identifiers—*Excellence in Education, New Colleges, Public Colleges

The nature and quality of state colleges are discussed. State colleges are considered to consist of publicly controlled, four-year institutions other than those engaging in significant doctoral-level education, or those granting a majority of their degrees in a single program area. The state colleges are primarily comprehensive institutions placing major emphasis upon professional, rather than liberal arts, programs. The history of state colleges is traced, with attention to older colleges, multi-colleges, historically black colleges, and new colleges. Characteristics of state institutions are addressed, including involvement in a public bureaucracy and providing access to education. Attention is directed to personnel, facilities, and financial resources, which are dependent on the colleges' history, location, and size. Finally the issue of excellence is discussed, with attention to environmental and internal aspects of state colleges that may inhibit their effectiveness.

External constraints include state/system coordination and control, funding provisions, and collective bargaining. Internal constraints include the status and expectations of faculty, and the background and preparation of students. Evaluating excellence at state colleges and short- and long-term evidence are also discussed. (SW)

ED 246 837

HE 017 754

Whetten, David A. Cameron, Kim S.
Characteristics of Effective Organizations.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84

Note—54p.; Background paper prepared for the Study Group on the Conditions of Excellence in American Higher Education. For final report, see HE 017 750.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Organization, *Administrator Characteristics, *College Administration, Decision Making, *Higher Education, Leadership, Models, Organizational Climate, *Organizational Effectiveness

Identifiers—*Excellence in Education

The confusing and often contradictory literature on organizational effectiveness is reviewed briefly, followed by a discussion of the leading models of effectiveness, their relative applicability to colleges and universities, questions for guiding the design of a specific study of organizational effectiveness, and guidelines for effective administrative action that have surfaced in the research on organizational effectiveness in higher education. The several models of organizational effectiveness compared include: the goal model, the system resource model, the internal process model, the strategic constituencies model, the competing values model, the legitimacy model, and the model of ineffectiveness. Questions are identified that force investigators to make decisions about the key sources of controversy regarding organizational effectiveness studies and to help channel debate into more productive avenues. These questions deal with the perspective from which effectiveness is judged, the domain of activity being considered, the level of analysis being used, the purpose of the assessment, time frame, type of data gathered, and the referent used to make judgments. In addition, characteristics of effective administrators are detailed. They include such things as sensitivity to how decisions are made, establishing a "risk neutral" culture, nurturing critical support groups, acting responsibly, increasing communication, and maintaining an organizational image. (LB)

IR

ED 246 838

IR 011 094

Ploeger, Floyd D.

The Effectiveness of Microcomputers in Education: A Quick Guide to the Research.
Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 83
Contract—401-83-0007

Note—50p.; R & D Speaks: Effectiveness of Microcomputers in Educational Applications, September 27-28, 1983. The use of colored paper in the original document may limit reproducibility. For related document, see IR 011 208.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Literacy, Literature Reviews, Mathematics Instruction, *Media Research, *Microcomputers, Music Education, Reading Instruction, Science Instruction, Typewriting

Identifiers—*Instructional Effectiveness

Based on a preliminary examination of over 1,200 article titles and abstracts and a subsequent review of selected articles, this booklet presents in highly abbreviated tabular format the most important research in the field of instructional microcomputing, including both computer assisted and computer managed instruction in elementary, secondary, and postsecondary education. It is noted that a more detailed synthesis of the research has also been published (IR 011 208). Research topics covered in the

booklet include computer literacy and the use of microcomputers in general learning and for instruction in mathematics, music, reading, science, and typing. For each of the 22 studies listed, information is provided on authors, date of publication, topic, population studied, methodology, and outcomes. A survey by Henry Jay Becker, concerned with the distribution of microcomputers in schools in the United States, is described in more detail and information is quoted directly from the Becker study on the typical micro-owning elementary and secondary school. It is concluded that instructional microcomputing has been demonstrated to be a valuable educational tool and most effective as an adjunct to traditional instructional tactics. Also provided are bibliographic citations for each of the research studies tabulated and lists of the advisory board members and regional exchange staff of the Southwest Educational Development Laboratory. (ESR)

ED 246 839

IR 011 099

Akst, Geoffrey, Ed. And Others

Microcomputers and Basic Skills in College: Applications in Reading, Writing, English as a Second Language, and Mathematics.

City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—84

Note—102p.

Pub Type—Collected Works - General (020) — Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, *Colleges, *Computer Assisted Instruction, *Computer Software, English (Second Language), *English Instruction, Higher Education, *Mathematics Instruction, *Microcomputers, Technology Transfer

Identifiers—Computer Uses in Education, LOGO Programming Language

An outgrowth of a conference of developmental faculty and administrators interested in exploring computer-based education, this monograph presents 26 papers devoted to microcomputer applications in college basic skills programs. Included are 5 papers on general topics, 13 on language teaching, 7 on mathematics, and 1 dissent paper. Articles range from broad overviews of the issues and options in this field to research papers and papers focusing on specific software packages. Additional papers explore the use of the word processor for teaching writing, discuss the steps faculty need to take in order to develop their own software or experience in adapting software written by others, and describe curricular models of pairing courses to improve instruction. Two major articles look to the future of the new technology and discuss how the computer may change teaching methods. Specific topics addressed include computerized testing in college basic skills instruction, sentence logic, teaching sentence structure by microcomputer, the potential of computer assisted-instruction in college reading programs, English as a second language (ESL) computer-assisted research and computer-assisted instruction, and relearning mathematics through LOGO. A glossary of technical terms is included. (LMM)

ED 246 840

IR 011 168

Annotated Bibliography of Human Factors Laboratory Reports (1945-1968) Supplement #4, 1979-1983.

Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.

Report No.—TR-NAVTRAEQUIPCEN-IH-158

Pub Date—Jan 84

Note—38p.; For related document, see ED 174 247.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Design Requirements, Flight Training, *Human Factors Engineering, Instructional Development, *Man Machine Systems, *Military Training, *Performance Factors, Simulation, *Training Methods

A complete bibliographic reference and an abstract are provided for each of 66 publications of the Human Factors Laboratory from 1979 through 1983, including in-house and contractor-developed documents. Documents are indexed by source, author, and subject matter. Publications address such topics as adaptive training, air combat maneuvering, artificial intelligence, automated training, carrier landing training, computer assisted instruction,

computer image generation, controller training systems, human factors research, Instructional Systems Development, instructor model, instructor/operator station design, landing signal officer, maintenance training, motion cueing, part-task training, performance measurement, simulation, simulator sickness, speech recognition, speech synthesis, submarine training, transfer of training, and the Voice Technology Advisory Group (VTAG). (LMM)

ED 246 841

IR 011 169

Evaluator's Guide for Word Processing Software.
Alberta Dept. of Education, Edmonton.

Pub Date—[84]

Note—57p.; Developed by Alberta Education (Computer Technology Project).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software, *Evaluation Criteria, *Evaluation Methods, Questionnaires, *Word Processing

Identifiers—*Software Evaluation

This guide provides a detailed evaluation form, together with complete instructions for using it, which is designed to elicit answers to the following questions: (1) What features and abilities does a specific word processing program have? (2) On which computer(s) will the program work? (3) Is additional hardware/software necessary before the program can be implemented? (4) How easy is it to learn and to use the program? (5) How efficient is the program? (6) Is the program supported with good documentation, such as user manuals, tutorials, and quick reference helps? and (7) What are the major strengths and weaknesses of the program? Focus is on three major components of a typical word processor: an editor, a file manager, and a formatter. For each component, users are asked to indicate presence or absence of certain features, to amplify their yes/no responses, and to describe existing features of the program in detail. Users are then asked to evaluate each function, including findings about the ease/complexity of use, and the merits of the particular function. Finally, space is provided for an overall assessment of the program and a recommendation regarding its implementation. (LMM)

ED 246 842

IR 011 170

Wilson, Mary Alice B.

Helping Teachers Become Computer Literate: A BASIC Approach. [Third Edition] Inservice Series No. 7.

Hampshire Educational Collaborative, Northampton, MA.

Pub Date—[83]

Note—78p.

Pub Type—Guides - Classroom - Learner (051) — Non-Print Media (100)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Computer Literacy, *Computer Software, Flow Charts, Independent Study, Inservice Teacher Education, *Microcomputers, *Programming, *Programming Languages

Identifiers—*BASIC Programming Language

Designed as a teaching script to introduce adults to computer operation and programming, this manual can also be used for self-instruction on Apple II or Apple IIe computers. BASIC programming language is used in the following lessons: (1) "Running the Machine, Print Command"; (2) "Giving the Computer Information"; (3) "When the Computer Gets Information in a Bunch or Creates Its Own Information"; (4) "Loops and Graphics"; (5) "Random Numbers and High Resolution Graphics"; (6) "Subroutines and Things That Go Peep in the Night"; (7) "Two Dimensional Arrays, Fooling Around with String Variables"; and (8) "Files, Hexadecimal, and Flowcharting." The lessons teach BASIC commands, vocabulary, and programming procedures. Assignments and quizzes are included. (LMM)

ED 246 843

IR 011 172

Walker, Alice D. Ed. And Others

Visual Literacy—Enhancing Human Potential.

Readings from the 15th Annual Conference of the International Visual Literacy Association.

International Visual Literacy Association, Bloomington, IN.

Pub Date—84

Note—425p.; Proceedings of the Annual Conference of the International Visual Literacy Association (15th, Bloomington, IN, November 1983). For related document, see ED 228 980.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Aesthetic Education, Cognitive Processes, Cognitive Style, *Computer Oriented Programs, Course Descriptions, Educational Media, Media Research, Teaching Methods, Visual Arts, *Visualization, *Visual Learning, *Visual Literacy, *Visual Stimuli

Identifiers—*Phototherapy

This document includes 46 papers presented at the International Visual Literacy Association Conference on topics ranging from prehistoric cave paintings to technology of the future. Major sections are devoted to research and theory, education, computer technology, and phototherapy. Emphasis is on increased understanding of opportunities available for using visual literacy to equip people to deal more effectively with today's problems. Specific topics addressed include an analysis of visual recruitment materials used in higher education; picture legibility, readability, and reading value; visual literacy and cognitive style; assessing field dependency with theatrical slides; helping children to apply a conceptual model to photography; learning from television; mental imagery and participatory instructional design; the effect of visualization as an aid in teaching grammatical concepts in German; cameras in the curriculum; visual/spatial strategies for writing and reading improvement; a whole brain approach to creative problem solving; the potential of computerized multi-image production; creative visualization with microcomputers; visual technology and the development of active visual learning; and the creative elderly. (LMM)

ED 246 844 IR 011 173

Computer Courseware Evaluations. A Series of Reports Compiled by the Clearinghouse Computer Technology Project.

Alberta Dept. of Education, Edmonton.

Pub Date—Oct 83

Note—108p.; Microdot printing in colored ink on colored pages may not reproduce well.

Available from—School Book Branch, Alberta Education, 10410 - 121 St., Edmonton, Alberta, Canada T5N 1L2 (\$10.00 per copy, prepaid).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Education, Computer Assisted Instruction, *Courseware, Elementary Secondary Education, Evaluation Criteria, Library Instruction, *Mathematics Instruction, Microcomputers, Science Instruction, *Special Education, Word Processing

Identifiers—Apple II, *Software Reviews

This report reviews Apple computer courseware in business education, library skills, mathematics, science, special education, and word processing based on the curricular requirements of Alberta, Canada. It provides detailed evaluations of 23 authorized titles in business education (2), mathematics (20), and science (1); 3 of the math titles are also evaluated for use in special education. Titles not recommended or still to be evaluated are listed for all six areas. The detailed evaluations include the disk title, producer(s), address, telephone number, grade level, contents, topics, additional hardware/software requirements, other formats available (not evaluated), year produced, cost, subject, and format. Also included are objectives, content description, content evaluation, instructional format description and evaluation, technical design description and evaluation, management system description and evaluation, a summary statement, status (recommended or supplementary), and purchase information. Titles include Typing Tutor II; Automated Accounting; Computer Graphing Experiments (volumes 1-3); Academic Skill Builders in Mathematics (Alien Addition, Minus Mission, Meteor Multiplication, Demolition Division, Alligator Mix, Dragon Mix); Math Drill; Count and Add; Counting Bee; Math Activities Courseware 6; Laser Chaser; Gertrude's Puzzles; Gertrude's Secrets; Math Skill Games; Elementary Volume 1; Equations; Multiplying Fractions; Quadratic Equations; Math Sequences; Galaxy Math Facts; Mathematics (Levels A-C, Managed); Explorer Metros; Fractions/Decimals; Whole Numbers; and Compete (botany). (LMM)

ED 246 845 IR 011 174

Heuston, Dustin H.

Computers in Elementary and Secondary Educa-

tion.

WICAT, Inc., Orem, Utah.

Pub Date—Apr 83

Note—47p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, *Computers, *Computer Software, Costs, *Educational Trends, Elementary Secondary Education, *Instructional Materials, School Districts, *Technological Advancement

Identifiers—Intelligent Videodisc Systems

Some emerging patterns in educational computing permit speculation about future trends in educational computer hardware, software, and applications. Ultimately, three types of hardware units will be used by schools: professional systems, personal computers (microcomputers), and a new generation of inexpensive personal computers that can be attached to color television sets or to their own small screens. Courseware development has been hampered by high costs and the tendency of developers to write small bits of curriculum to fit the limited potential of small systems. Significant courseware may be developed by new types of corporations with the ability to build specialized systems and to hire educational specialists to write materials. Software important to successful educational computing also includes the operating system, authoring systems, computer languages, and administrative software. Current successful educational uses of the computer include programs involving computer managed instruction, drill and practice, the concept of helps, direct instruction, cognitive diagnosis, the use of games, simulations, learner profiles, computers as a teaching language, computer literacy programs, writing and word processing programs, and administrative programs. The ultimate instructional device, however, will result from connecting a videodisc player with one of the powerful new microcomputers. (LMM)

ED 246 846 IR 011 175

Krommer-Benz, Magdalena, Comp.

International Bibliography of Computer-Assisted Terminology.

International Information Centre for Terminology, Vienna (Austria); United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/12

Pub Date—84

Note—41p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Automation, *Computer Software, *Databases, *Information Dissemination, *Information Retrieval, *Online Systems, Translation, *Vocabulary

Because of the need for adequate reference tools in the new area of data banks for the field of terminology (there are currently 25 term banks in existence and more are planned), this bibliography lists some 350 references selected from a large number of both primary and secondary sources. It includes some entries selected from a list of publications on terminological word banks, which was published as part of Infoterm Newsletter 1. Emphasis is on articles, books, and proceedings of conferences on terminological data banks and computerized terminology published during the last decade. Entries are alphabetically arranged by author, and English translations of titles are included for all source languages other than French. Languages include Danish, German, Japanese, Russian and Swedish; Japanese and Russian titles have been transliterated into Roman characters. (LMM)

ED 246 847 IR 011 176

Watkins, Bruce

Communicating Research Findings to Television's Creative Community: Public Policy and the Impact of Educational Television.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Research was funded by the Bush Foundation, through a grant administered by the Department of Psychology, University of Michigan.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, Broadcast Industry, *Children's Television, Comprehension, *Educational Television, *Linking Agents, Prosocial Behavior, Researchers, *Research Needs, *Television Research, *Television Viewing

An ongoing project has been established to (1) summarize and disseminate results of research on children and television to the creative community responsible for commercial and educational children's television, and (2) defuse the issues that have created a rift between this community and the academic community. The research efforts discussed in the two volumes of the National Institute of Mental Health (NIMH) update on Television and Human Behavior (1983) are currently being summarized and condensed into a 20-page document designed for the creative community. An assessment of the need for such materials indicates that a very small proportion of academic television research is useful, or at least perceived as useful, to the creative community, although much curiosity exists for relevant research. Six areas of research useful to both academics and the creators of children's television have been identified to guide selection of research reports from the NIMH update: (1) how children learn television's positive messages, (2) what television features are most attractive to children and maintain their interest and attention, (3) what children understand about television people and events, (4) how television is related to children's other intellectual skills, (5) how children might be taught to use and view television wisely, and (6) how television might be used effectively to promote widespread education on social issues. Tables provide summaries of research findings on attention, age-related changes in comprehension, and learning prosocial behavior from television. Twelve references are listed. (LMM)

ED 246 848 IR 011 177

Microcomputer Usage in Schools, 1983-84.

Quality Education Data, Inc., Denver, CO.

Pub Date—84

Note—18p.; The survey shown in this booklet represents the Third Annual Presentation of Quality Education Data, Inc. (QED) data to the Materials Council of the National Audio/Visual Association. For related document, see ED 226 717.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Elementary Secondary Education, Enrollment, Expenditure per Student, *Microcomputers, National Surveys, *Public Schools, School Demography, *School Districts, Tables (Data), *Use Studies

Identifiers—*United States

Results are presented for the third annual survey of all United States school districts by Quality Education Data, Inc. Findings are displayed in tabular form, and include information on the following: size of the microcomputer marketplace and the kinds of people involved; availability of software by brand for home, business, and education use; the best home education software sellers; availability of software by brand for educational use; growth patterns; microcomputer use by brand name; hardware manufacturer brand penetration; shifts in the use of different brands of microcomputers; the kinds of districts that have microcomputers; the relationship of the relative wealth/poverty of the community to microcomputers; the relationship of instructional dollars per pupil to the presence of microcomputers; the kinds of schools using microcomputers; the relationship of the percentage of minority students to the presence of microcomputers; the validity of enrollment or expenditure as a predictor of presence of microcomputers; computer owners more likely to purchase software; the number of microcomputers by brand in schools; the number of schools having enough microcomputers to support networking; a "profile" of microcomputers used in the top 50 districts; how states compare in the number of students per microcomputer(s); projected spending of Chapter 2 Federal Funds in the 1983-1984 school year; use of video for instruction in schools; and video users by format and grade span. (LMM)

ED 246 849 IR 011 178

Meacham, E. David, Butler, Brian A.

Audio Tapes for Distance Education.

Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).

Pub Date—84

Note—48p.; Best copy available.

Pub Type—Creative Works (030) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiotape Recordings, Audiovisual Aids, Check Lists, Design Requirements, *Distance Education, *Evaluation Criteria, Instructional Design, *Instructional Development, *Models, *Production Techniques, Scripts

Directed towards academics involved in preparation of distance learning materials, this guide emphasizes the functions of audiotapes within an integrated set of distance learning materials. Planning, production, and evaluation advice is offered, beginning with a discussion of a model approach that focuses on consideration of budget, subject characteristics, tutor characteristics, student characteristics, administrative assistance, arousal and motivation, goal definition, cognitive structuring, signposting, activation, feedback, transfer and retention, assessment, and evaluation. Guidelines for the production process cover scripting (writing style and script structure), and recording from the script (voice, accompanying printed materials, indexing tapes, and interviews). An evaluation checklist includes points concerning the structure of the material, spoken delivery, technical quality, and accompanying materials. Appendices include an outline model of major design considerations for correspondence materials, a summary of advantages and drawbacks of automatic level recording, self-assessment questions, and a sample audiotape script on the topic of producing audiotapes for distance education. (LMM)

ED 246 850

IR 011 179

Kirman, Joseph M. Goldberg, Jack

The CADET Project: Computer Assisted Distance Education Telecommunication for Post Secondary Education in Alberta. Report #1, June 15, 1983, and Report #2, June 18, 1984.

Alberta Univ., Edmonton.

Spons Agency—Alberta Dept. of Advanced Education, Calgary.

Pub Date—18 Jan 84

Note—47p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computers, Computer Software, *Distance Education, Elementary Education, Feasibility Studies, Foreign Countries, Higher Education, Networks, *Pilot Projects, Program Evaluation, *Telecommunications

Identifiers—Alberta (Edmonton), Apple II, Canada, Instructional Effectiveness

Two reports discuss pilot projects using the Computer Assisted Distance Education Telecommunication Project (CADET) in Edmonton, Alberta. The first describes two studies that investigated the feasibility of telephone communication between two or more microcomputer (Apple) operators using an Amdahl mainframe computer as an intermediary. The results reported suggest that the CADET system is effective in enabling teachers to promote pupil performance with new subject matters. Seven references are listed and an appendix outlines steps in Visiterm communication between the Amdahl and Apple computers. The second report is concerned with Phase 2 of the CADET project, in which the new CADET file system was field tested through a linkage between the Amdahl computer at the University of Edmonton and four higher education institutions. Problems encountered, recommendations, and advantages are listed. Appendices include "The CADET Operations Manual," which covers the CADET system, Visiterm, the communication card and telephone modem, how to sign on and off Amdahl, receiving a message, text editor (prepare a message), text format, sending a message, confidential communications, electronic mail, and some common problems. A trouble shooting check list is included. (LMM)

ED 246 851

IR 011 180

Borchardt, Donald A.

A Computer Assisted System for Grading Papers.

Pub Date—[80]

Note—13p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, Evaluation Criteria, Evaluation Methods, *Grading, Higher Ed-

ucation, *Peer Evaluation, Problem Solving, *Student Evaluation, Theater Arts, Worksheets, *Writing (Composition), *Writing Evaluation

A computer assisted system called PEERRATE was used in a theater history course at Rutgers, the State University of New Jersey in Newark, in fall 1980, in order to give students an opportunity to anonymously grade one another's written work and to compare their own ratings with those of fellow students and the instructor. The PEERRATE system is a fairly sophisticated program, written in FORTRAN, that mathematically eliminates rater biases and prints customized rating reports for individual students. It was used to complement a problem-solving class procedure in which students study aspects of theatre history by working in groups and discussing open-ended problems. PEERRATE was used to parallel a teaching strategy-guided design in which group cooperation is emphasized. It was also used for grading and comparing grades for student reports. The program automatically produces a measure of each student's skill in rating. Part of the rating project involved discussion and agreement on criteria to use in writing the reports. The response to PEERRATE in theater history, psychology, English, composition, and graduate business courses has been generally positive. Using the system in theatre history was particularly helpful for giving students perspective on their own writing. Five references are listed. Tables show rating scales used, criteria definitions, a typical customized printout for an individual student, and achievement scores, rating qualities, and rater abilities in ascending order. (LMM)

ED 246 852

IR 011 181

Gray, Peter J. Tafel, Jon

Computers Plus: A Program to Develop Computer Literacy among Educators. Paper and Report Series No. 94.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0005; 615-1000

Note—55p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Computer Literacy, Course Descriptions, Design Requirements, Inservice Teacher Education, Microcomputers, *Models, Postsecondary Education, *Program Development, Program Evaluation, *Program Implementation, *Workshops

Designed to be used as a model for workshop planning, this report describes the development and implementation of a series of four summer workshops, entitled "Computers Plus," which were designed to increase the computer literacy of teachers and administrators. Intended to provide introductory students with basic concepts, hands-on computer experience, practice in software evaluation, and assistance in planning for microcomputer use, the workshops were offered jointly in June and July 1983 by the Northwest Regional Education Laboratory (NWREL) and the University of Portland in Portland, Oregon. Specific chapters suggest ways to design, organize, and operate workshops in order to meet the needs of diverse students. Evaluation results of the Computers Plus program that are reported are based on responses gathered from the NWREL Technology Center Workshop Evaluation Form and a participant questionnaire, and an assessment of the participants' technology background. Five recommendations and six references are listed. Appendices include the workshop registration form and materials and outlines for the four courses. (LMM)

ED 246 853

IR 011 182

Gray, Peter J. Rawers, Lois J.

Computer Use Planning: A Case Study of a School District's Long-Range Planning Efforts. Paper and Report Series No. 95.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-80-0105

Note—66p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Committees, *Com-

puter Oriented Programs, *Computers, Educational Planning, Elementary Secondary Education, *Policy Formation, *Program Development, *School Districts

Identifiers—Computer Uses in Education

Based on a case study of a large northwestern suburban school district's initial attempts to establish policy for school use of computers, this report addresses such general questions as how school districts develop policies for instructional and administrative uses of computers, how school policy formation committees function, and how their operations can be made more effective. Focus is on the operations of the policy formation committee and its activities and products. Following a brief introduction, the research design, data collection, and data analysis procedures are explained. The case study is then detailed, with descriptions of the charge to the committee; its composition, products, processes, and dynamics; and its final report, including an executive summary. The case study analysis procedures are also described, including a comparison and contrast of the final report with the committee's charge; examination of the committee's work in regard to recurrent themes, processes, and issues; and a survey of committee members in which they evaluated various aspects of the committee's work and made recommendations for further action. Conclusions based on study findings and concepts identified in the literature as important to the success of educational innovations conclude the report. Fifteen references are listed and a summary of committee events and associated materials are appended. (LMM)

ED 246 854

IR 011 183

Ediger, Marlow

Microcomputer Instruction (A Collection of Essays).

Pub Date—[82]

Note—44p.; Best copy available.

Pub Type—Collected Works - General (020) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computers, *Computer Software, Educational Philosophy, Inservice Teacher Education, Mathematics Instruction, Objectives, Programmed Instructional Materials, *Word Processing

Identifiers—*Computer Uses in Education

Issues related to the uses of computers in instruction are discussed in eight brief essays. "The Word Processor in the Curriculum Today" looks at the implications of changing societal situations for selection of objectives, learning activities, and appraisal procedures that will reflect actual utilization of word processors. Programmed learning with computers and the role of other learning activities to guide optimal learner progress are examined in "Computer Assisted Instruction and the Learner." Suggestions for planning inservice programs for teachers and administrators are offered in "Inservice Education and the Computer." In "Computers: Programmed Learning versus Problem Solving," the range of use of computers in the curriculum from behaviorism to experimentalism is discussed, while in "Microcomputers in the Mathematics Curriculum," drill, practice, problem solving, and gaming programs are described. Issues related to implementing use of the computer to aid optimal student achievement are the focus of "The Microcomputer in the Classroom." "The Word Processor in the Curriculum" covers uses of the word processor to teach writing skills. The final essay, "Philosophy and Goals in the Curriculum," looks at ways in which specific philosophies can provide direction in determining educational goals, with specific emphasis on essentialism, perennialism, existentialism, realism, idealism, and experimentalism. Four of the essays list references. (LMM)

ED 246 855

IR 011 184

Gilbert, Leslie

Microcomputer Materials from MEP. An Annotated Directory of Packages of Interest to Further Education. An Occasional Paper.

Council for Educational Technology, London (England).

Spons Agency—Further Education Unit, London (England).

Report No.—ISBN-0-946469-90-3

Pub Date—Jan 84

Contract—RP156

Note—48p.

Available from—Publications Despatch Centre,

DES, Honey Pot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ, United Kingdom.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, Foreign Countries, *Instructional Materials, Postsecondary Education

Identifiers—Microelectronics Education Programme, *Software Reviews, United Kingdom

Designed to disseminate information to the post-school sector of United Kingdom education, this directory provides information on 50 microcomputer software packages developed by the Microelectronics Education Program (MEP) and available through educational publishers. Subject areas represented include accountancy, biology, business education, chemistry, careers, design technology, economics, food studies, general studies, geography, health science, home economics, mathematics, numeracy, physics, sciences, social studies, technician courses, vocational preparation, and work experience. For each subject area, information provided includes titles, content descriptions, suitability for individual or group work, learning materials forming the package, source/publisher, and technical specifications for microcomputer hardware. (Author/LMM)

ED 246 856 IR 011 185
Gray, Peter J.

Policy Analysis: A Tool for Setting District Computer Use Policy. Paper and Report Series No. 97.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-80-0105

Note—29p.

Pub Type—Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adoption (Ideas), *Change Strategies, *Computer Oriented Programs, *Computers, Decision Making, *Innovation, Planning, Policy, *Policy Formation, School Districts
Identifiers—*Computer Uses in Education

This report explores the use of policy analysis as a tool for setting computer use policy in a school district by discussing the steps in the policy formation and implementation processes and outlining how policy analysis methods can contribute to the creation of effective policy. Factors related to the adoption and implementation of innovations are categorized and used as a framework for discussion. The first category, the climate of change, includes external factors such as social pressure and funding, and district or internal factors. The policy context is the second category; it includes the art of policy setting, a definition of a policy, and how to set policy. Discussion of the final category, the change process, covers procedures for clarifying problems, issues, and needs (PINS); question development; data collection, analysis, and synthesis; and identification of alternative policy options and their implications for implementation. Fifteen references are listed. (LMM)

ED 246 857 IR 011 188
Corset, Pierre

The Secondary School and the Mass Media Symposium (Grenoble, France, June 29 - July 3, 1981). CDCC Project No. 1 "Preparation for Life."

Council for Cultural Cooperation, Strasbourg (France).

Report No.—ISBN-92-871-0175-2

Pub Date—82

Note—42p. This work has been published in French under the title: "Preparation à la vie culturelle. L'école secondaire et les médias" (ISBN-92-871-0174-4).

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, *Cultural Activities, Delivery Systems, Foreign Countries, Guidelines, International Organizations, *Mass Media, Mass Media Effects, *Media Research, Planning, *Program Development, Secondary Education, *Teacher Education, Visual Learning
Identifiers—Cyprus, Europe (West), *Media Edu-

cation, Turkey, UNESCO

Part of a major project of the Council for Cultural Cooperation, the project described was specifically designed to identify the aims of, the main approaches to, and problems encountered when teaching secondary school students how to use mass media, and to make proposals on how mass media education can be effectively delivered. Following a brief description of the project and the symposium program, summaries are given of the following lectures and the ensuing discussions: (1) "School and Media," Rene Duboux (Switzerland); (2) "The Press in Schools," Claude Gambiez (France); and (3) "Television Studies as a Discipline," L. Masterman (United Kingdom). Two plenary sessions are described, followed by reports from three working groups, each of which briefly discusses four themes in relation to the education of young people in schools: media use and citizen education; young people, adults, and the media; the use of the image in teaching; and the implications of media studies for teacher training. Symposium recommendations are listed in four categories: mass media education, use of the image in teaching, media teaching, and teacher training. General conclusions presented by P. Corset conclude the report. Appendices contain the "UNESCO Statement for the Symposium on Secondary School and the Media," by Etienne Brunswic, the Unesco representative, and lists of participants, observers, and journalists who were in attendance. (LMM)

ED 246 858 IR 011 189
Battu, Daniel Pierre. Rose, John B.

Telecommunication Services for the Transfer of Information and Data: A Case Study in Indonesia.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/10

Pub Date—Jan 84

Note—99p. Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Databases, Delivery Systems, *Developing Nations, Information Dissemination, *Information Needs, *Information Networks, *National Programs, Policy Formation, Technology Transfer, *Telecommunications
Identifiers—*Indonesia, International Telecommunication Union, UNESCO

This study on the use of telecommunications to improve access to the specialized information needed for development was conducted by a national team and carried out through a series of meetings in Jakarta and Bandung. Persons contacted included Indonesian officials responsible for national development in information and telecommunications, actual and potential major users of data communications, and officials of two regional organizations. A general discussion of the Indonesian situation is followed by a review of current data communication technology, including computer networks, data networks, and ISDN (integrated services digital networks); packet switched data networks; satellite communication; the SATNET experiment; and tele-informatics services. The existing Indonesian telecommunications network is described as well as the development of national telecommunications services, PACKSATNET, and international facilities and regional cooperation. Specialized, organizational, and general information services and needs are discussed, and national strategy options are examined with a look at development strategy for a National Packet Switching Network (NPSN), telecommunications technology for the NPSN, improvement of access to PACKSATNET through PSTN (public switched telephone network) connections, international data connections, Telex aspects, operational aspects and maintenance, databases and computer facilities, tele-informatics services, and investments. International strategy options are also addressed. Conclusions and recommendations cover national policy, regional and international cooperation, marketing and tariff strategy/user awareness, investments, human resources, standards/local manufacture of equipment, and research and development. Twenty-eight references, eight appendices, and sixteen figures are included. (LMM)

ED 246 859 IR 011 190
Gordon, Dena W.
Using an Audio Cassette and Workbook for Group

Training.

Pub Date—2 Nov 82

Note—8p. Paper presented at the Online '82 Conference (Atlanta, GA, November 2, 1982).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Recordings, Databases, *Group Instruction, *Information Retrieval, *Instructional Materials, *Online Systems, Questionnaires, Search Strategies, *Training Methods, Workbooks

Identifiers—*ABI INFORM, *Online Search Skills

A self-instructional audiocassette/workbook training kit, Learn INFORM, was designed to teach new users how to search the database ABI/INFORM and to help more experienced searchers sharpen their searching skills. The 35-minute audiocassette is a dialogue between an information specialist and an end user, while the step-by-step workbook includes exercises, search samples, and a guide to using ABI/INFORM on each system where the file is available. Group sessions were implemented with six online user groups to assess its effectiveness in a group setting; a designated leader operated the tape player and served as a moderator for each group. An ABI/INFORM training survey was sent to 60 attendees in four of the six groups. Of the 46 (77%) respondents, 85% had at least 6-months search experience, although 57% rarely searched ABI/INFORM. The audiocassette and workbook were generally viewed favorably, and overall responses to the session were positive. Weaknesses identified concerned the difficulty of matching the level of instruction to searcher experience and the dramatic approach used in the audiotapes, which some respondents considered to be either unrealistic or unflattering to librarians. The training survey form is included. (Author/LMM)

ED 246 860 IR 011 192
Anderson, Jonathan

Computing in Schools: An Australian Perspective. Australian Education Review Number 21.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-358-1

Pub Date—84

Note—111p.

Available from—Distribution Services Division, Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122.

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Foreign Countries, *Microcomputers, *Models, National Programs, Program Descriptions, State Programs

Identifiers—*Australia, Computer Uses in Education, France, United Kingdom, United States

Educational applications of computing are reviewed, beginning with a brief introduction to microcomputers and microcomputer characteristics that might be important for school use. An examination of significant models in computer education outside Australia emphasizes projects in the United Kingdom, France, and the United States, including the National Microelectronics Programs in England and Scotland, the British BBC Computer Literacy Project, the 10,000 Microcomputers in School Operation in France, and the Minnesota Educational Computing Consortium. Recent developments at both the state and national levels in Australia are then described. A look at the varied applications of computers in Australian classrooms is followed by case studies of a range of programs, including projects concerned with computer awareness teacher support material, computer studies at the upper secondary level, microcomputers in the primary school, computer-based learning in clinics and classrooms, a school computerized administration system, a statewide computer network, and educational applications of videotex. A concluding chapter outlines some emerging issues in computer education for Australian schools. A seven-page reference list is included. (LMM)

ED 246 861 IR 011 193
Mojkowski, Charles
Guide to Software Selection Resources: Part One. Educational Technology Resources in New York

State.
New York State Education Dept., Albany. Center for Learning Technologies; Northeast Regional Exchange, Inc., Chelmsford, MA.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83
Grant—NIE-G-82-0017
Note—45p.; For Parts Two and Three, see ED 237 064 and IR 011 194.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Computers, *Courseware, Educational Media, Glossaries, *Information Networks, *Information Services, *Information Sources, *State Programs, Teachers, Technology Transfer, Telecommunications

Identifiers—*New York, Software Evaluation
First in a series designed to provide teachers and administrators with a reference tool for identifying, evaluating, and selecting software for use in computer-based teaching and learning, this guide describes those resources available through the New York State Education Department and regional services throughout New York. The activities and services of the Center for Learning Technologies (CLT) are highlighted, followed by a description of Demonstration and Technical Assistance Centers and of the CLT's efforts to improve the quality of commercially available hardware. A report on activities conducted to plan and test a statewide telecommunications network emphasizes how the proposed network would facilitate the exchange of information in educational software and technology applications. Two other support resources are discussed, the Media Distribution Network and Computer Training Labs, which provide materials and professional development resources designed to help practitioners bring technology into the classroom. A general purpose glossary and a 38-item bibliography are included. Appendices provide a list of software publishers participating in CLT software initiatives and software publishers who attended a 1982 New York State Department of Education conference. (LMM)

ED 246 862 IR 011 194
Mojkowski, Charles
Guide to Software Selection Resources: Part Three. Reading and Communication Skills.

New York State Education Dept., Albany. Center for Learning Technologies; Northeast Regional Exchange, Inc., Chelmsford, MA.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83
Grant—NIE-G-82-0017
Note—30p.; For Part Two, see ED 237 064; for Part One, see IR 011 193.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, Computer Assisted Instruction, *Courseware, Elementary Secondary Education, *English Instruction, *Evaluation Criteria, Evaluation Methods, *Information Networks, Information Sources, *Language Arts, Media Research, Media Selection

Identifiers—*Software Evaluation

Third in a series, this loose-leaf guide reviews resources for evaluating, selecting, and using software for teaching reading and communication skills. Sources of educational software listed include both commercial publishers and public domain sources. Software selection information sources are divided into journals, newsletters, and special publications; information clearinghouses; and human resources. Automated information clearinghouses are also listed. A checklist (originally prepared by the National Council of Teachers of English Committee on Instructional Technology) contains descriptive, application, and evaluative criteria for use with language arts and general purpose software. Evaluation criteria related to reading and communication skills are discussed, and a section on software application reviews some educational principles and practices related to integrating software with the teaching of English, reading, and writing. A brief discussion summarizes research findings on the effectiveness of computer assisted instruction. Twenty-three references are listed. (LMM)

ED 246 863 IR 011 195

Wedemeyer, Dan J., Ed. Harms, L. S., Ed.
PTC'84. Papers and Proceedings of the [Annual Pacific Telecommunications] Conference (6th, Honolulu, Hawaii, January 8-11, 1984).
Pacific Telecommunications Council, Honolulu, HI.
Report No.—ISBN-0-8248-0958-0
Pub Date—84

Note—262p.; For PTC'83, see ED 231 350.
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Developing Nations, Development, Distance Education, Electronic Equipment, Futures (of Society), *Information Needs, Information Networks, *Regional Planning, *Technology Transfer, *Telecommunications

Identifiers—*Pacific Region

This volume includes 29 papers as well as abstracts of several additional presentations from a conference that focused on the process of developing Pacific telecommunication resources to meet the basic needs of the region and on ways of resolving the problems that arise as part of the process. A wide range of current information is provided on needs, resources, and value issues. Papers are grouped by session on the following themes: (1) communication needs of businesses in the local, national, and regional marketplace; (2) needs for telecommunication in rural communities; (3) communication needs of minority groups; (4) meeting the needs: technical and institutional responses; (5) developments in high technology; (6) telecommunication and information technology to meet basic needs; (7) providing for telecommunication service requirements in the local, national, and regional marketplace; (8) effects of telecommunications on daily social activity; (9) problems and progress of new technology; and (10) economic demand for telecommunications as a reflection of needs in the Pacific Region. Some papers provide references. (LMM)

ED 246 864 IR 011 196

Su, Yuan-Liang David
A Review of the Literature on Training Simulators: Transfer of Training and Simulator Fidelity. Technical Report No. 84-1.
Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 84
Contract—N00014-82-K-0487
Note—84p.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cost Effectiveness, Evaluation Criteria, Evaluation Methods, Literature Reviews, Models, *Research Methodology, *Simulation, *Training, *Transfer of Training

Identifiers—*Simulator Fidelity

This report summarizes transfer of training methodologies, beginning with a discussion that defines simulators, fidelity, and realism, and briefly reviews simulator use in training. Two types of training are identified—training for system operation and training for maintenance (troubleshooting). An outline categorizes current research issues on simulation by training strategy, instructional methods, training for normal operation, maintenance and procedural training, training device design, performance measure, cost effectiveness of training devices, and methodology considerations. The evaluation of training effectiveness of simulators is discussed in terms of the experimental paradigm commonly used, performance measurement, and criticism and modification of the paradigm. Simulator fidelity is examined in detail, including its definition, relationship with training, its measurement, and its components, which include stress, environment, layout, wholeness, dynamics, abstraction, and state variables. Research on simulator training is reviewed in terms of new technology, validation of models, acquisition and decay of training, individual differences, skill level variances, performance measurement, decision aids, and mental models. Conclusions focus on the basic remaining problems of using simulators for training, including transfer effect, fidelity level, and their relation to cost. Eighty-eight references are listed. (LMM)

ED 246 865 IR 011 197

Heller, Melvin S.
Sexuality, Television and Broadcast Standards.

American Broadcasting Co., New York, N.Y.

Pub Date—[84]

Note—43p.

Pub Type—Guides - Non-Classroom (055) —

Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, *Broadcast Industry, Classification, *Editing, Evaluation Criteria, *Guidelines, *Programming (Broadcast), *Sexuality, *Standards

This monograph provides a rationale for contemporary guidelines for the television and broadcast network management of sexual content in proposed program materials. Beginning with a brief outline of the professional practices and responsibilities of broadcast standards editors, it then explores the relationships between sexual development, attitudes toward shame and nudity, and their implications for contemporary editorial decision-making. Examples of sexual themes that illustrate broadcast standards concerns about the balanced portrayal of issues and about the prospects, risks, and consequences of sexual behavior are examined, including pre-marital and extra-marital sex, teenage sex portrayals, contraception and abortion, prostitution, sexual violence and rape, homosexuality, incest, divorce and separation, and sex, gender, and sexism. A rationale is offered for the use of standardized sexual decision points, which assure the editor, network, and viewer alike that each content item has been specifically and uniformly subjected to a uniform, rational method of scrutiny. A 37-item bibliography is included. (Author/LMM)

ED 246 866 IR 011 198

Finegold, Lawrence S. And Others
Simulated Three-Dimensional Computer Graphics Training Display for Air Weapons Controllers. Final Report.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TP-83-62(I)

Pub Date—Apr 84

Note—54p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animation, *Computer Software, Display Systems, Instructional Materials, Microcomputers, *Military Training, *Simulation, *Three Dimensional Aids, Training Methods

Identifiers—*Computer Simulation

The research and development project demonstrated the viability of a simulated training system to address training issues related to three-dimensional air intercept tactics and geometry, and resulted in the production of two videotapes for use in the United States Air Force Interceptor Weapons School. An introduction discusses the overall development of the system, which provided the capacity to display and control up to three aircraft in a defined airspace. Additional supplemental graphics to address specific training uses were also developed using full-color, raster-scan, animated microcomputer display technology. Project background, objective, approach used, and results are discussed, including a summary of the major technological difficulties encountered. An overview then describes the system and provides details on hardware and firmware, applications software, the visual scene, two versions of the aircraft display and control software, special graphics relating to training issues, and system use. A final discussion includes a summary, an outline of technical issues, and conclusions. Sixteen references and a 28-item bibliography are included. (LMM)

ED 246 867 IR 011 199

Joseph, Earl C.
(Some) Computer Futures: Mainframes.

Pub Date—Jun 84

Note—12p.; Paper presented at the Annual Assembly of the World Future Society (5th, Washington, DC, June 7-10, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Artificial Intelligence, *Computers, Foreign Countries, *Futures (of Society), *National Programs, *Prediction, *Research and Development, *Technological Advancement, Trend Analysis

Identifiers—Europe, Japan, United States
Possible futures for the world of mainframe com-

puters can be forecast through studies identifying forces of change and their impact on current trends. Some new prospects for the future have been generated by advances in information technology; for example, recent United States successes in applied artificial intelligence (AI) have created new opportunities for the computer and communication industries. The Japanese reacted to the breakthrough of practical artificial intelligence with their own projects. The United States and Europe quickly reacted to the Japanese with such research and development projects as the Semiconductor Research Corporation, the Department of Defense Advanced Research Projects Administration, and the European Strategic Program for Research and Information Technology. New developments spawned by international competitive forces for change have resulted in forecastable expectations for more capabilities and lower costs in chip and wafer-scale component integration, micro-sensors, communication links and interfaces, AI expert knowledge bases, and micro-controllers and activators. With such technological advances, new computerized communications systems will become possible, such as current awareness systems and cooperative systems, and the new computer revolution that is beginning now will have a strong impact on society in the late 1980's and 1990's. (LMM)

ED 246 868 IR 011 200
A Survey of IT Policy and of Current Practice in a Sample of Colleges. Information Technology in FE. An Occasional Paper.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-11-3

Pub Date—Apr 84

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Colleges, *Computer Oriented Programs, Curriculum Development, Foreign Countries, Higher Education, *Information Science, *Information Services, Information Systems, Input Output Devices, *Microcomputers, Program Development, Purchasing, Surveys

Identifiers—*Great Britain

A 1983 site-visit survey of 20 colleges actively engaged in developing their information technology (IT) expertise and resources indicate that many teachers do not appreciate the relevance of the computer to their work; few colleges have an effective and structured approach to IT in terms of staffing, equipment, or application; and lack of relevant software is a significant practical constraint on IT development. This report highlights various factors that need urgent attention if IT is to be tackled effectively by the further education (FE) sector. A table of IT usage by departments is included as well as the typical courses available in information technology. Case studies of individual departments with successful IT applications are also provided to demonstrate how a considerable amount can be done with limited resources. Findings are summarized for college development policies relating to IT; the role of the local authorities in IT development; sources of income for purchasing IT equipment; IT equipment in the colleges; staffing and accommodation; IT in the departments; non-academic uses of IT; links with schools; IT for the unemployed; liaison with local industry; the effect of the introduction of IT in the design of "mainstream" curricula; staff development; and college plans for future development. Appendices include additional information on the survey methodology, descriptive examples of good practice, and a glossary. (LMM)

ED 246 869 IR 011 201
Salisbury, David F.
Cognitive Psychology and Its Implications for Designing Drill and Practice Programs for Computers.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Computer Assisted Instruction, *Courseware, *Design Requirements, *Drills (Practice), *Epistemology, Flow Charts, Instructional Materials, Stimuli, Teaching Methods, Time Factors (Learning)

Identifiers—Chunking

This paper summarizes research in modern cognitive

theory that relates to the role of computer drill and practice programs in learning and describes a prototype program that exemplifies recommended characteristics. Focus is on four major issues that are relevant to the design and optimization of computer drills: interference, spaced practice, spaced review, and capacity of short term memory. Implications for the design of computer drills are suggested, including the need to: (1) present similar items in close proximity to each other; (2) emphasize differences between similar items; (3) provide a mechanism to keep track of the items that a particular learner was working on during the last session; (4) provide a mechanism for reviewing items previously learned, based on the amount of time since the learner last responded to each item; (5) utilize increasing ratio-review; (6) present only a few items of information to the learner at once; and (7) combine meaningful stimuli into a single stimulus as chunking occurs. Some areas for future research are suggested, and 32 references are listed. (LMM)

ED 246 870 IR 011 202
Thiessen, S. J.
Computers in the Schools: State/Provincial Implications.

Pub Date—Apr 84

Note—3p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, *Computers, *Courseware, Evaluation Methods, Foreign Countries, *Inservice Teacher Education, Media Selection, *Policy Formation, Program Development, *State Programs

Identifiers—*Alberta, Software Evaluation

The Alberta government has attempted to systematically address educational computing issues through programs of the provincial (K-12) education department (Alberta Education), which have included the development of computer literacy curricula for elementary, junior, and senior high schools; the Computer Technology Project (CTP); evaluation studies; and the Minister's Task Force on Computers in Schools. These efforts were designed to address major computing issues of availability and quality of educational software; provision of teacher inservice opportunities; computer literacy for students; and short- and long-range planning for educational computing activities. All courseware evaluation activities and seminars have been standardized on the Apple II microcomputer. Emphasis has been on evaluating existing programs before developing new courseware. The CTP focuses on teacher inservice and courseware evaluation, including: (1) development of computer-related inservice seminars; and (2) systematic evaluation of Apple II instructional courseware by subject area through a three-stage evaluation process. Other departmental activities have included provincial governmental assistance for school districts purchasing microcomputers for business education programs, and a small grant to each school system for professional development. (LMM)

ED 246 871 IR 011 203
Martinello, Marian L. Mammen, Loretta
Developing and Assessing Visual Thinking.

Pub Date—[82]

Note—28p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Credits, *Creative Thinking, *Cultural Education, Exhibits, Formative Evaluation, *Gifted, *High School Students, Individual Development, Models, Museums, Secondary Education, Teaching Methods, *Visual Arts, *Visual Literacy

Identifiers—*Material Objects

A three credit undergraduate course, offered through a University of Texas Gifted and Talented Program to qualified high school students, used material objects in a museum to promote visual thinking. Fourteen students were enrolled in the course, which included four interacting units of study: (1) using the operations and strategies of visual thinking; (2) responding to the visual elements in artworks and artifacts; (3) interpreting artifacts in their historical context; and (4) designing small exhibits. A formative evaluation used a written test matched to course goals which was administered prior to, at the midpoint, and at the end of the course. Results

indicated that students emphasized fact-seeking in the questions they applied to objects, and that they could respond to visual elements in describing objects but could not apply those same elements to object exhibition. The most demonstrable contribution of the course to student learning was in thematic awareness. The study suggests developmental stages for the ideation and communication of imagery. These stages assume that skill develops from the following: (1) exposure to models of expressed imagery; (2) practice in seeing wholes and parts and opportunities to repattern perceptions; (3) activities in graphic ideation which consciously remove existing labels; and (4) efforts to replace the old labels with new ones that communicate mental impressions through visuals and words. (LMM)

ED 246 872 IR 011 204
Hudson, Heather E. Boyd, Charles H.
Distance Learning: A Review for Educators.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Mar 84

Contract—400-83-0007

Note—75p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computers, *Distance Education, *Educational Media, Educational Television, Elementary Secondary Education, *Evaluation Criteria, Literature Reviews, Program Descriptions, *Technology Transfer, *Telecommunications

Identifiers—Electronic Mail, Interactive Video

Designed to provide an overview for educators, this report summarizes experiences to date with applications of communications and computer technology to distance education. Findings relevant to educators concerned with grades K-12 in the six-state region of Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas are emphasized. A brief overview of potential distance education technologies covers (1) audio technologies such as audio teleconferencing, audio graphics, freeze-frame video, radio broadcasting, and audio cassettes; (2) computer communications including electronic mail, computer conferencing, and computer-assisted instruction; (3) teletext and videotex; (4) interactive videotape and videodisc; (5) television including Instructional Television Fixed Service and cable systems; and (6) communication satellites. Important factors in evaluating distance learning projects are examined, including student performance; performance of hardware and software; capital, start-up, and operating costs; level of complexity of software development; attitudes of teachers, learners, and project staff; and relationship of project goals to institutional goals. A review of significant projects drawn from the United States, Canada, Great Britain, and developing countries includes examples of applications using each of the technologies reviewed. An analysis of key findings follows each group of project summaries. Final observations are drawn from the project review and distance learning research, and a four-page bibliography is provided. (LMM)

ED 246 873 IR 011 205
Goldstein, Michael B.
Issues of Law and Policy Affecting Telecommunications-Based Distance Learning.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Mar 84

Contract—400-83-0007

Note—92p.; One table uses small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attendance, Distance Education, Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Federal Regulation, *Government School Relationship, Higher Education, *Public Policy, *State Legislation, *Telecommunications

This study explores the degree to which the delivery of elementary and secondary instruction through the use of telecommunications is constrained by federal and state law, and examines the nature of the constraints and their implications for the present and future use of telecommunications.

tions-based delivery instruction to students within the age of compulsory education. The state and federal roles in the control and financing of elementary and secondary education are outlined, and state regulation of precollegiate education is discussed with particular regard to regulation of finance, institutional approval, and the concept of attendance. Issues are identified which concern the potential conflict between state control of education and federal preemption of most aspects of telecommunications. The effects of regulatory constraints on the uses of telecommunications-based instruction on the provision of postsecondary education are also discussed as an indication of what may be faced by the primary and secondary education sector. Conclusions and six tables are included. (LMM)

ED 246 874 IR 011 206

Downing, Diane E.
Survey on Uses of Distance Learning in the U.S.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0007
Note—53p.
Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Delivery Systems, *Distance Education, *Educational Finance, Elementary Secondary Education, Instructional Innovation, Program Descriptions, *Program Development, *Public Education, School Surveys, State Departments of Education, State Surveys, *Telecommunications
A December 1983 survey queried the chief state school officers of the 50 states on the extent to which distance learning techniques are used in public education in their states. Respondents were asked to focus on interactive forms of distance learning, such as audio and video teleconferencing. A total of 28 states (56%) responded, with the following 14 states indicating that there were no current projects involving distance learning in their states and no plans for future implementation: Arkansas, California, Delaware, Florida, Kentucky, Idaho, Maine, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, North Dakota, and Tennessee. A wide range of current activities and future plans in distance learning technologies were indicated by the remaining 14 states of Alabama, Alaska, Illinois, Maine, Minnesota, Nevada, New Mexico, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Texas, and Wyoming. Individual responses of the state departments of education are presented for each of 10 questions covering resources, financing formulas, numbers of projects or sites, training required of teachers, subject areas involved (basic skills, languages, science) and types of courses (full course, motivational, supplemental) being delivered by distance technologies, course development, state accreditation, administrative uses of telecommunications, and state-level planning for the future. The survey instrument and a list of respondents are appended. (LMM)

ED 246 875 IR 011 207

Komaski, P. Kenneth
Educational Software and Other Learning Materials: A Look at the Differences.
Pub Date—23 Apr 84
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23, 1984).
Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, *Computer Software, *Feedback, *Instructional Materials, Interaction, *Intermode Differences, Media Selection, Parent Role, Socioeconomic Influences, Teacher Role, Teaching Methods, Technological Advancement
Factors contributing to the uniqueness of educational software are analyzed from contextual and textual perspectives. Contextual (or external) technological, economic, and social factors are examined briefly, and are identified as the dominant factors in the future evolution of educational software. Feedback and interactivity, two significant textual or internal factors that constitute major differences between educational software and other learning materials, are discussed within a framework of a theoretical learning materials continuum.

These factors are identified as contributing to the development of "structuring" software, which enables learners to learn independently. Other types of structured software requiring a different type of teacher involvement than that required by traditional instructional materials are also discussed. Questions are raised as to whether and how contextual and textual factors (especially the potential development and use of feedback-based, interactive, structuring software) may affect current and future educational practices and policies, and some possible effects on the curriculum and on teachers' changing roles are discussed. The role of the home market is stressed along with the need for educator-parent cooperation to ensure a more integrated approach to in-school and at-home use of educational computing. Six references are listed. (Author/LMM)

ED 246 876 IR 011 208

Ploeger, Floyd D.
The Effectiveness of Microcomputers in Education.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Note—105p.; For related document, see IR 011 094.
Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Literacy, *Intermode Differences, Learning Processes, Literature Reviews, Mathematics Instruction, *Media Research, *Microcomputers, Music Education, Reading Instruction, Science Instruction, *Teaching Methods, Typewriting
Identifiers—*Instructional Effectiveness

This in-depth review of the literature synthesizes articles and abstracts identified as education-oriented microcomputer research studies published since 1979. A brief, historic overview of educational computing is followed by a review of the Becker (1983) survey, which concerned the distribution of microcomputers in education in the United States, and of several other survey studies that provide a framework for viewing the research. Differences in research using microcomputers and main frame computers are outlined. Case studies and reports suggest the types of microcomputing efforts that are representative of the major areas of emphasis in instructional microcomputing. Specific research studies on microcomputers are then grouped by the following content areas: general learning, computer literacy, mathematics, music, reading, science, and typing; a summary is provided for each content area. Conclusions based on the research reviewed indicate that instructional microcomputing can be a valuable educational tool; that affective factors such as motivation and self-esteem are enhanced through the inclusion of microcomputers in an instructional setting; and the use of instructional microcomputing is most effective as an adjunct to traditional instructional methods. A 12-page bibliography is included. (LMM)

ED 246 877 IR 011 209

Kulik, James A.
Effects of Computer-Based Teaching on Learners.
Pub Date—Oct 83
Note—10p.; Paper presented at the National Forum of the College Board Symposium on Computer Competency and the Curriculum (Dallas, TX, October 1983).
Pub Type—Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Computer Assisted Instruction, Higher Education, Instructional Innovation, *Intermode Differences, *Media Research, Meta Analysis, Secondary Education, Student Attitudes, *Teaching Methods, Time Factors (Learning)
Identifiers—*Instructional Effectiveness

Although some aspects of the educational effects of computer assisted instruction (CAI) are still unclear, some research findings are now quite definite. Two meta-analysis reviews of CAI have been completed at the University of Michigan, one on secondary school teaching and one on college teaching, and their findings have been independently verified by independent meta-analyses. Conclusions are that CAI (1) has real potential as a tool in improving student achievement in precollege classes; (2) fosters

positive attitudes toward the computer; and (3) can produce substantial savings in instructional time. Findings on CAI outcomes are very robust, with differences in instructional environments, samples of students used, and methodological designs of studies having no substantial effects on outcomes of CAI and conventional teaching. The effectiveness of CAI may be limited by its use as a complete replacement for conventional instruction and enhanced by the use of up-to-date programs and computers. A safe conclusion is that the computer can be used to help learners become better readers, calculators, writers, and problem solvers. Six references are listed. (LMM)

ED 246 878 IR 011 210

Lloyd, Brenda H. Gressard, Clarice
The Effects of Sex, Age, and Computer Experience on Computer Attitudes.
Pub Date—Feb 84
Note—24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 1984). For related document, see IR 011 212.
Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, College Students, Computer Assisted Instruction, *Computers, High School Students, Media Research, *Sex Differences, *Student Attitudes, *Student Experience
Identifiers—*Computer Anxiety

This study examined the effects of computer experience, age, and sex on attitudes toward computers among 142 high school language arts students, 107 community college mathematics students, and 105 students living in dormitories at a small liberal arts college. Computer attitudes (computer anxiety, computer confidence, and computer liking) were measured by the Computer Attitude Scale (Lloyd and Gressard, 1984), which was administered by the teachers, instructors, and dormitory supervisors. The instrument provides three subscales of 10 items each and presents positively and negatively worded statements such as, "Computers make me feel nervous and uncomfortable," with a four-point response scale. Results showed that the students, as a whole, had fairly positive attitudes toward computers. Computer experience was significantly related to more positive attitudes on all three subscales. Significant age effects were found for the subscale "computer liking," but no clear trend for age was demonstrated. Sex was not significantly related to computer attitudes on any of the three subscales. Seven tables and a five-item reference list are included. (Author/LMM)

ED 246 879 IR 011 211

Berry, Julia And Others
A Framework for Educational Computer Usage.
K-12.
Frisco Independent School District, Allen, TX.
Pub Date—[83]
Note—19p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Literacy, *Computers, Elementary Secondary Education, History, Information Sources, Learning Activities, *Objectives, *Programming, *Robotics, *Social Influences, Vocabulary

A framework for educational computer usage in grades K-12 is outlined. For each grade level, objectives are shown for the following knowledge areas: computer-related terminology and use; history and development of computers; the use of the computer as a tool; communicating instructions to the computer; social implications; and robotics. Suggested activities correlated to the computer curriculum objectives are separately listed for grades K-2, 3-5, 6-8, and 9-12. A computer curriculum resource bibliography is included. (Author/LMM)

ED 246 880 IR 011 212

Gressard, Clarice Lloyd, Brenda H.
An Investigation of the Effects of Math Anxiety and Sex on Computer Attitudes.
Pub Date—Apr 84
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). For related document, see IR 011 210.
Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, College Students, *Computers, Higher Education, High School Students, *Mathematics Anxiety, *Mathematics Instruction, Secondary Education, *Sex Differences, *Student Attitudes, *Student Experience
Identifiers—Computer Anxiety

The effects of math anxiety and sex on computer anxiety, computer confidence, and computer liking were investigated with 161 junior high and high school language arts students; 119 community college mathematics students; and 76 college students residing in dormitories. The Computer Attitude Scale (Loyd and Gressard, 1984) was used to measure attitudes toward learning about and using computers. Each of its three subscales consists of 10 items and presents positively and negatively worded statements such as, "Computers do not scare me at all," with a four-point response scale. Math anxiety was measured with a modified version of the Mathematics Anxiety Scale (Fennema and Sherman, 1976). Results indicate that, after controlling for experience, math anxiety explained a significant addition of variance for computer anxiety, computer confidence, and computer liking. Sex differences were not significant. These findings suggest that schools may need to decentralize their computer activities in order to help counter the association of computers with mathematics; studies of math anxiety may provide insight into computer anxiety; and successful math anxiety treatments may also help to relieve computer anxiety. Six references and six tables are included. (Author/LMM)

ED 246 881

IR 011 213

Clark, Richard E.
Learning from Computers: Theoretical Problems.
 Pub Date—Apr 84
 Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computers, Educational Media, *Epistemology, Instructional Innovation, *Intermode Differences, *Media Research, Research Methodology, *Research Needs, *Research Problems, Teaching Methods

A review of computer assisted instruction research and recent meta-analytical reports suggests that all research on the learning benefits of the instructional uses of computers should be halted until there is a plausible reason to expect that computers are instrumental in learning, since all existing evidence indicates that computers do not yield learning benefits. Evidence to the contrary is subject to compelling rival hypotheses concerning novelty effects and instructional method/content effects on learning. A review of recent symbol system theories and existing evidence suggests that, while cognitive skills can be cultivated with computer-related symbol systems, the effects are already available from other mediums. Computers are useful in delivering instruction and may influence instructional cost or distribution equity, but they should not be expected to contribute any unique effects to learning. Research that compares computers with other instructional media should be deemphasized, and caution should be exercised with media attribute research, as it does not translate to prescriptive theories. Instead, focus should be on research that could contribute to both descriptive and prescriptive instructional theory. Ten references are listed. (Author/LMM)

ED 246 882

IR 011 214

Sherouse, Vicki, Ed. Post, Richard, Ed.
Microcomputers in the Media Center.
 Ohio Educational Library/Media Association, Columbus.
 Pub Date—83
 Note—65p; Monograph Series Title No. 8. Available from—Ohio Educational Library Media Association, 40 South Third Street, Columbus, OH 43215 (\$5.00 per copy).
 Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administration, Cataloging, *Computer Software, Glossaries, Guidelines, Information Networks, Information Sources, *Learning Resources Centers, *Media Selection, *Microcomputers, Programing Languages, *School Libraries

Identifiers—*Computer Uses in Education, Interactive Video, Software Evaluation

Produced to provide educators and library media personnel with some understanding of and direction in the rapidly expanding field of microcomputers and their applications, this monograph includes several articles dealing specifically with media center applications and others concerned more generally with the microcomputer in educational settings. The following articles are included: (1) "The Microcomputer and the School Media Center," Vicki Sherouse; (2) "Selecting a Microcomputer for the Media Center," Vicki Sherouse; (3) "Computer Software Selection," Richard Post; (4) "Cataloging and Storing Microcomputer Materials," Kathy Kneil; (5) "Microcomputer Management," Roger Burgess; (6) "Using a Microcomputer for Media Center Administration," Vicki Sherouse; (7) "Setting Up In-Service Programs about Computers," Steven Hawley; (8) "Microcomputer Languages," Fred Williams; (9) "Troubleshooting Microcomputers," Weston Orloff; (10) "Networking: Vital Links to a Total Information System," Keith Bernhard; and (11) "Interactive Video," Richard Post. Also included are a glossary by Lenora Ferdinand, and a 12-page list of selected references about microcomputers compiled by Greg Byerly and Clara O. Jackson. (LMM)

ED 246 883

IR 011 215

R&D Speaks: Evaluation of Educational Software.
 Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Mar 83
 Contract—400-83-0007
 Note—111p; Proceedings of a Southwest Educational Development Laboratory Regional Exchange Project Conference (Austin, TX, March 16-17, 1983). For related documents, see ED 237 064 and IR 011 216.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Clearinghouses, *Courseware, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Media Selection, *Microcomputers, Program Descriptions, Staff Development, State Departments of Education, *State Programs

Identifiers—California, Florida, Houston Independent School District TX, *Software Evaluation, Texas

A brief introduction states the purpose of and summarizes the five presentations made at a Southwest Educational Development Laboratory Regional Exchange (SEDL/RX) Project conference and notes that the SEDL/RX publication, "Evaluation of Educational Software: A Guide to Guides," was produced for use as a reference guide by participants in this conference. In the keynote address, the only presentation for which the full text is included, Vicki Blum Cohen describes a learner-based courseware evaluation project which was conducted in 1982 at the Microcomputer Resource Center of Teachers College, Columbia University. Supplementary materials are provided for the remaining presentations, which included a description by Vicki S. Smith of the Texas Education Computer Cooperative's training process for its network members in 20 regional education service centers; a lengthy teleconference presentation by Pristen Bird on approaches to the evaluation of educational software in Florida; Bruce Hagen's teleconference presentation of more than an hour on activities in California, including the 15 regional Teacher Education and Computer (TEC) Centers and the California Software Clearinghouse; and Patricia Sturdivant's explanation of the Houston Independent School District's participation in the Urban Technology Consortium of six school districts around the United States which provides for mutual exchange of software reviews. The conference program, names of participants, and a 19-page list of software evaluation resources complete the volume. (LMM)

ED 246 884

IR 011 216

R&D Speaks: Microcomputers & Education.
 Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Nov 81
 Contract—400-80-0107
 Note—142p; Report of a Southwest Educational

Development Laboratory Regional Exchange Project Conference (Austin, TX, October 5-7, 1981). For a related document, see IR 011 215.
Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Competence, *Courseware, *Evaluation Criteria, *Microcomputers, Program Descriptions, *School Districts, State Departments of Education, State Programs, *Teacher Education

Identifiers—Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas

Developed to share information presented at a Southwest Educational Development Laboratory Regional Exchange (SEDL/RX) conference, this document includes reports and related materials on educational computing applications in southwestern school districts and states. Basic computer terminology is defined, and software evaluation instruments are provided from the Educational Products Information Exchange Institute (EPIE) and the Microcomputer Software and Information for Teachers (MicroSIFT) project. An article entitled "Computing Competencies for School Teachers," by Jim Poirat, Robert Taylor, and Jim Powell, discusses three sets of teacher competencies: universal computing competencies, competencies needed by teachers of computing, and additional subject-specific computing competencies. Thirty-nine references are listed. Individual reports describe educational computer programs in the following school districts: North Little Rock Public Schools, Arkansas; Humphreys County School System, Mississippi; Jackson Public Schools, Mississippi; Bloomfield Municipal Schools, New Mexico; Putnam City Schools, Oklahoma; and Dallas Independent School District, Texas. A regional sampler includes reports from state education agencies by Sara Murphy, Arkansas; Sue Wilson, Louisiana; Gary Green, Oklahoma; and Gary Haseloff, Texas. A program lists the conference goals, agenda, presenters, participants, and 10 software evaluation resources. Conference evaluation results and a description of SEDL/RX are included. (LMM)

ED 246 885

IR 011 217

Brody, Philip J.
Research on and Research with Interactive Video.
 Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Educational Research, *Instructional Design, *Media Research, *Research Methodology, *Research Needs, Videotape Recordings, Videotape Recordings

Identifiers—*Interactive Video

This paper suggests how educational researchers should approach interactive video in order to avoid errors found in traditional research on newly-developed instructional media. A distinction is made between research on interactive video and research with interactive video. Research on interactive video is divided into research which attempts to determine how to increase its effectiveness and research on how it relates to the broader instructional environment. The need for additional research on a number of issues which may be useful in increasing effectiveness is discussed, including the nature of interactivity, learner control, and the types of instructional functions facilitated by requiring an active learner response in an interactive video environment. Topics related to placing interactive video in a broader context that are discussed include whether the attributes generally associated with computers or video function differently in an interactive video environment and the methodologies used to examine interactive video. Attention is then devoted to how interactive video and its unique set of characteristics can be used to study other issues, such as concept acquisition and alternative branching strategies. (LMM)

ED 246 886

IR 011 218

School Uses of Microcomputers: Reports from a National Survey, Issue No. 3.
 Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Note—14p.; For related document, see ED 242 297.

Available from—The Johns Hopkins University, Center for Social Organization of Schools, Baltimore, MD 21218. (Set of six newsletters, \$3.00 prepaid).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Class Organization, *Classrooms, Elementary Secondary Education, Equal Education, Media Research, *Microcomputers, *School Libraries, Use Studies Identifiers—*Computer Uses in Education

School location of microcomputers and its impact on use were examined using data from the National Survey of School Uses of Microcomputers. An analysis of the responses from 1,082 (68% of the sample) microcomputer-using, public and non-public, elementary and secondary schools surveyed between December 1982 and March 1983, suggests that where schools locate microcomputers does have an impact on how they are used. Keeping microcomputers solely in classrooms has largely negative consequences, although equity of use is improved for secondary schools, while putting computers into a laboratory situation has generally positive consequences, except for equity. Locating computers in libraries may improve equity in elementary schools and increase use by secondary teachers and students, but has little impact on learning or social and organizational outcomes. Rotating microcomputers from room to room is generally positive for secondary schools and improves equity and access at elementary schools, but allows insufficient time for student learning with the computer. Dispersing microcomputers among several locations has negative consequences for elementary schools, but provides increased microcomputer access to larger groups and a broader range of activities in secondary schools. A technical appendix describes the regression analysis of location effects. Five tables are included. (LMM)

ED 246 887

IR 011 219

Lloyd, Linda A.

SEDL's RX: A Workshop Package for Computer-Using Educators.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—[83]

Note—51p.; For related document, see ED 237 064.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software, *Evaluation Criteria, *Evaluation Methods, *Instructional Design, Layout (Publications), *Media Selection, Microcomputers, Workshops

Identifiers—*Software Evaluation

Designed to complement the manual, "Evaluation of Educational Software: A Guide to Guides," which provides an overview of 10 different models of microcomputer courseware evaluation instruments, this 5-section workshop guide outlines an approach to using the evaluation materials in a hands-on workshop setting. Session notes, reproducible handouts for the participants, and suggestions for implementation are included. The workshops begin with a discussion of key features of instructional and message design, including learning (cognitive) processes such as use of aids to memory and attention; language use and text characteristics; graphics and visual processing; the user's cognitive model; and feedback techniques. An overview covers the range of forms available in the "Guide to Guides." Procedures for hands-on evaluation of a correlated set of software examples (not included) are suggested, as well as alternatives to using the examples for groups without access to a compatible computer. The next section provides opportunities to describe and compare procedures, criteria, and formats of the 10 evaluation forms from the "Guide to Guides." Notes for the final session describe evaluation resources. Additional suggestions for the workshop group leader are included. (LMM)

ED 246 888

IR 011 220

Shavelson, Richard J. And Others

Teachers' Instructional Uses of Microcomputers.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—Rand-P-6888

Pub Date—Apr 83

Note—18p.; Paper presented at the Annual Meeting of the American Education Research Association (Montreal, Canada, April 12, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Literacy, Definitions, Elementary Secondary Education, Instructional Materials, Media Selection, *Microcomputers, *Principals, *Program Development, Teacher Attitudes, *Teacher Effectiveness, Use Studies

Identifiers—*Computer Uses in Education

As a basis for developing guidelines for educational courseware development and for teacher education in the instructional uses of microcomputers, this study was planned to examine relationships among 60 successful computer-using teachers' attitudes toward computers, their knowledge of the subject matter taught, and their uses of microcomputers for instruction. Preliminary results indicate that districts vary greatly in microcomputer implementation, although little variability in implementation strategies has been found among principals. Almost all principals favor instructional use of microcomputers and give teachers much of the responsibility for expanding the school computer program, although few principals have much microcomputer-related knowledge. Teachers coordinate computer uses with other instructional materials and with the curriculum, though the type or degree of coordination varies for different reasons. Three phenomena seem to characterize successful integration of computers in instruction: individualized assignments, group computer activities, and teachers' examination of feedback on students' computer activities. Microcomputers are more likely to be integrated into ongoing instruction—and used in different ways—when they are inside or directly accessible to classrooms. Elementary schools are more apt to put microcomputers inside classrooms, while secondary schools frequently favor lab type arrangements. However, differences among teachers seem most prominent in how computers are used for instruction. Courseware knowledge rather than hardware and programming knowledge appears most important for teachers who wish to vary modes of instruction and student grouping, and to match courseware to individual students. (LMM)

ED 246 889

IR 011 221

Watkins, Bruce

Television Viewing as a Dominant Activity of Childhood: A Suggestion for a Developmental Effects Theory.

Pub Date—May 84

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Childhood Interests, Children, *Mass Media Effects, Models, Research Design, Research Needs, *Television Research, *Television Viewing

Identifiers—*Dominant Activities

Research on children and media has generally focused on the negative impact of media on developing minds. However, a theoretical framework is proposed for thinking about the role of television for American children from a developmental perspective. Instead of focusing on television's effects, television viewing can be examined as is any other childhood activity—as a constant series of interactions with social, cultural, and personal information that lead to a child becoming a functioning member of society. It is one activity, not necessarily the major activity, of childhood. However, the set of interactions with television can be examined as a dominant activity of American childhood and adolescence. (A dominant activity, long a theme in Soviet cognitive psychology, is composed of a set of tasks that are common to most children in a particular culture.) Television qualifies as a dominant activity because most American children participate in television viewing; there is a consistency in the social values it portrays; considerable effort is involved in understanding its symbol systems; and because certain sets of behavioral or cognitive outcomes have been linked to television viewing. A four-page reference list is included. (Author/LMM)

ED 246 890

IR 011 222

Video as a Medium for Sharing Experience. Oppor-

tunities to Learn No. 1.

Association for Educational Communications and Technology, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—6 May 83

Contract—300-81-0421

Note—19p.; Contained in ED 235 794.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Communications Satellites, Design Requirements, Federal Programs, *Information Dissemination, Microcomputers, Program Development, Program Evaluation, *Technological Advancement, *Technology Transfer, *Teleconferencing, Television Research, Television Viewing, *Videotape Recordings

Identifiers—*Project BEST

Satellite telecasts and videotape are discussed in this two-part paper, which is based on the preliminary experiences of Project BEST (Basic Education Skills through Technology), a dissemination project for communicating about the use of technology in teaching basic skills, and providing functional experience with new information communication technologies. The first section covers the project's experiences with conducting three satellite teleconferences, which were originally designed as work sessions to involve project staff and state team members in the development of video modules and other awareness/training materials. Problems in the perception of the medium as a presentation medium rather than a communication medium are discussed, and some general thoughts, perceptions, and rules-of-thumb about video teleconferences are offered. The second section discusses videotape as an "experience-linker" and describes the development of videotaped materials for state use with local schools. These videotapes would document the key experiences of school practitioners who have been using microcomputers effectively in basic skills education. Observations in this section focus on what the viewer brings to the viewing experience, capturing and portraying the multidimensionalities of reality, and unanticipated consequences. Issues related to holding viewers' attention are also examined. (LMM)

ED 246 891

IR 011 223

Administration of Distance-Teaching Institutions.

Case Studies.

International Extension Coll., Cambridge (England).

Report No.—ISBN-0-9903632-26-8

Pub Date—83

Note—118p.; For the main text of the manual, see IR 011 224.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Organization, Case Studies, Correspondence Schools, Developing Nations, *Distance Education, *Educational Administration, Extension Education, Foreign Countries, *Organization, Program Descriptions, *Program Development, *Program Implementation

Designed to supplement the main text, "Administration of Distance-Teaching Institutions," this volume presents 29 case studies of varied distance teaching projects, which are primarily excerpted from published books, journals, and reports, and chosen to illustrate particular themes, such as organization and administration of distance teaching, departmental organization, program coordination, budgets, and constitutions. Distance education programs and topics discussed include intensive course writing; ACPO (Accion Cultural Popular), a radio school in Colombia; radio at the Lesotho Distance Teaching Centre; broadcasting at the Mauritius College of the Air; the University of Lagos Correspondence and Open Studies Unit broadcasts; telephone tutoring in Australia; two-way radio in Malawi; radio learning campaigns; study centers at the British Open University, in Botswana, and in Nigeria; the National Extension College; and the Sudan Extension Unit. (LMM)

ED 246 892

IR 011 224

Dodds, Tony, Comp.

Administration of Distance-Teaching Institutions.

A Manual.

International Extension Coll., Cambridge (En-

gland).
Report No.—ISBN-0-903632-25-X
Pub Date—83
Note—173p.; For case studies, see IR 011 223. A course production game referred to in the manual is not available.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Budgets, *Distance Education, *Educational Administration, *Educational Media, *Media Selection, Program Development, *Program Implementation

Guidance for distance teaching media selection, management, and program organization is offered in this two-part manual. Each of eight units includes questions to be addressed, behavioral objectives, comments, exercises, and assignments. The first unit, a general introduction to distance teaching, is followed by four units covering distance education media, i.e., choosing what media to use; managing print; managing radio broadcasts and audio recordings; and organizing student services. Different ways of organizing media and advantages and disadvantages of each approach are examined. The importance of external factors—e.g., the distance teaching program's context, intended students, and purposes—is stressed both for selecting media and for determining how they should be organized. The second part examines how these choices are reflected in the organization of the whole program, and how the various parts and media fit together into an overall administrative pattern. Individual units address external organization, relations with other organizations, and determining costs and budget. (LMM)

ED 246 893 IR 011 225
Perraton, Hilary

The Cost of Distance Education. IEC Broad-sheets on Distance Learning No. 17.
 International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-28-4
Pub Date—82
Note—71p.
Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Costs, *Delivery Systems, *Distance Education, Economic Research, *Evaluation Methods, Instructional Materials, *Intermode Differences, Measurement, *Program Costs

One of a series offering practical advice and information on distance teaching, this broadsheet first looks at the reasons for trying to measure distance teaching costs and the methodological and economic difficulties involved in such measurements. Broadcasting and print costs in distance teaching are discussed, and evidence about the costs of distance teaching projects is compared, where possible, with the cost of conventional alternatives. Specific methods for analyzing costs are divided into those of particular value to either managers or to economists. Topics discussed in relation to costing for management include allocating costs, the cost of a course, the Snowden-Daniel variation, and measuring the cost of teaching, while the discussion of costing for economic analysis covers cost analysis, working out the costs, social discount rates, and the problem of cost variations over time. Conclusions include speculations on the future of distance education and cost-related factors. A list of inflation rate conversion factors is appended, and a 25-item reference list, 13 tables, and 4 figures are included. (LMM)

ED 246 894 IR 011 226
Milton, Roger

Practical Research in Distance Teaching: A Handbook for Developing Countries.
 International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-24-1
Pub Date—82
Note—328p.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Data Analysis, Data Collection, Developing Nations, *Distance Education, *Evaluation Methods, Foreign Countries, Observation, *Research Design, *Research Methodology,

*Statistical Analysis, *Surveys
 Identifiers—Lesotho

The linking of research and action, basic methods of social research, and the uses of research in distance teaching are examined, with examples drawn from the Lesotho Distance Teaching Centre and other distance teaching programs. Ways in which research can be useful and early stages of research design and planning are discussed. An explanation of basic research methods describes observation and discussion techniques and then details the steps involved in conducting social surveys, including sampling, creating questionnaires, survey fieldwork, data processing, and checking and reporting survey results. Experimental research is also addressed, and basic statistical concepts are introduced. Suggestions for applications of research in distance teaching settings relate to assessing instructional materials, pre-testing instructional materials, keeping regular records, and evaluation. Appendices contain additional information on statistical procedures, statistical theory, and costing, and an annotated list of 20 recommended readings. A four-page reference list, a list of potentially helpful organizations, and basic statistical tables are included. (LMM)

ED 246 895 IR 011 227
Perraton, Hilary

Secondary Education at a Distance. IEC Broad-sheets on Distance Learning No. 12.
 International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-31-4
Pub Date—83
Note—83p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum, *Delivery Systems, Developing Nations, *Distance Education, *Educational Change, Educational Quality, Mass Instruction, Models, Nontraditional Education, Secondary Education, *Secondary Schools, *Services

Identifiers—*Face to Face Communication

One of a series offering practical advice and information on distance teaching, this broadsheet focuses on the ways in which distance teaching can support, expand, and change secondary education. Traditional criticisms of secondary schools are examined, including their irrelevancy, inefficiency, and inequity. Issues of distance education curriculum, expansion, and quality are first viewed by considering the ideas of several visionary reformers: (1) Henry Morris, who reorganized education in Cambridgeshire; (2) Francisco Villen Lucena, who set up Radio ECCA in the Canary Islands; (3) H. Rex Lee, who saw television as a tool to reform education in American Samoa; (4) the National Christian Council of Kenya, who developed village polytechnics; and (5) Patrick van Rensburg, who established the Brigade movement in Botswana. Three models for providing face-to-face support for distance education programs are examined, with specific examples based on the type of program involved, i.e., students working primarily at home, alternative schools which use mass media to offer secondary qualifications, or use of mass media to raise educational quality within a school. Examples describe face-to-face support systems for each model. Summary statements on the successes and failures of distance education, conclusions, and a 34-item reference list are included. (LMM)

ED 246 896 IR 011 228
de Jardon, Linda King, Ed.

Writing for Distance Education. A Manual for Writers of Distance Teaching Texts and Independent Study Materials.
 International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-16-0
Pub Date—83
Note—91p.; For samples booklet, see IR 011 229.

The manual was drafted by Judy el Bushra and others.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Correspondence Schools, *Design Requirements, *Distance Education, Evaluation Methods, *Instructional Development, *Instructional Materials, *Layout (Publications), Learning Processes, *Material Development,

Objectives, Writing Skills

Six instructional units offer guidance in the process of writing printed educational materials. Each unit provides objectives, writing exercises and activities, and end-of-unit discussion questions. Unit 1 considers the first steps in writing, emphasizing the importance of varying instruction according to student needs and background and discussing how people learn. Active learning and different types of learning activities are then examined in the second unit. The third addresses ways of improving a presentation, such as writing in an appropriate style; using clear, simple language; and trying alternative presentation forms, such as pictures and diagrams. Unit 4 covers all steps of production and starts students on an individual project to produce materials in their own subject. Four stages of systematic planning are covered: identifying a need, formulating objectives, listing resources and constraints, and preparing an outline plan. Unit 5 emphasizes specific instructional writing skills with advice on distinguishing between different kinds of instructional materials, what to include and how to organize it, and writing correspondence units. The final unit outlines processes of editing, piloting, reproducing materials, administration, tutoring, and evaluation. Four supplements provide additional information on learning theories, behavioral objectives, media, and readability and layout. (LMM)

ED 246 897 IR 011 229
Writing for Distance Education. Samples Booklet.

International Extension Coll., Cambridge (England).

Report No.—ISBN-0-903632-16-0
Pub Date—83

Note—46p.; For manual, see IR 011 228.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Design Requirements, *Distance Education, *Instructional Materials, *Layout (Publications), *Material Development, *Visual Aids

Approaches to the format, design, and layout of printed instructional materials for distance education are illustrated in 36 samples designed to accompany the manual, "Writing for Distance Education." Each sample is presented on a single page with a note pointing out its key features. Features illustrated include use of typescript layout, a comic strip story, various question and instruction formats, check lists, signs and a key, study guidance, diagrams, list formats, pictures reinforcing written messages, objectives, culturally relevant design, charts, flowcharts, tables, photographs, and illustrations. Materials used in the examples are taken from a variety of actual projects and courses—e.g., biology, French, English, German, mathematics, educational studies, introduction to the computer, and vegetable growing—in such institutions as the Mauritius College of the Air, Javeriana Open University (Colombia), Botswana Extension College, Kenya Cooperative College, Open University, Lesotho Distance Teaching Centre, and the National Extension College. (LMM)

ED 246 898 IR 011 230
Davies, N. G. Gillam, J. A.

Potential Use of the Australian Satellite Communications System for School of the Air and Enhanced Educational Services. Report Prepared for the Commonwealth/State Advisory Committee on the Educational Use of Communications Technology.

Australian Dept. of Communications, Canberra.
Pub Date—Mar 83
Note—82p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Broadcast Reception Equipment, *Costs, *Delivery Systems, *Distance Education, Feasibility Studies, Foreign Countries, National Programs, *Program Development, Program Implementation, *Telecommunications

Identifiers—*School of the Air (Australia)

This report considers the potential for the use of the Australian Communications Satellite System (ACSS) for the Australian Schools of the Air (SOTAs) and the delivery of enhanced educational services, and develops the concept of all SOTAs operating through one transponder in a national beam. An evolutionary introduction of satellite transmission for teacher-to-student links and use of a combination of satellite, telephone, and HF transmission facilities for student-to-teacher links are

specifically suggested. Cost estimates for various alternatives in implementing improved SOTAs are developed for comparative purposes. Discussion of enhanced educational services includes the identification of transmission facilities that could be provided through satellite links. In particular, the part-time use of the Homestead and Community Broadcasting Satellite Service (HACBSS) 30-watt transponder for broadcasting of educational television programs and of the 12-watt transponders for television distribution to schools is examined. Appendices include a calculation of the number of sound program channels of specified quality, a link analysis of student response channels, a link analysis for television transmission using a 12-watt transponder, a scenario for the evolutionary introduction of satellite communication links in the SOTAs, and estimates of transmission costs. (LMM)

ED 246 899

IR 011 231

White, Peter B., Ed.

Satellites, Telecommunications and Education: A Resource Guide for Australian Educators.

Australian Dept. of Education, Canberra.

Report No.—ISBN-0-642-87528-6

Pub Date—Nov 83

Note—87p; This report was prepared by the Commonwealth/State Advisory Committee on the Educational Use of Communications Technology. Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Distance Education, *Educational Planning, Educational Technology, Foreign Countries, *Instructional Innovation, Program Descriptions, *Program Evaluation, *Technology Transfer, *Telecommunications
Identifiers—Australia

This 206-item annotated bibliography focuses on projects which place the use of new communications technologies within an educational planning framework and which acknowledge the need for communications satellites to be considered as part of a total telecommunications system. Though citations included relate primarily to the uses of telecommunications or communications satellites, some material on the educational use of broadcasting is also listed. Most of the documents and journal articles cited were originally located through a May 1982 search of the following major educational databases: Resources in Education and the Current Index to Journals in Education (from 1969), Australia Education Index (from 1957), and British Education Index (from 1972). Topics and projects addressed in the articles include the Appalachian Education Satellite Project, distance education, Home Loan Video, Dial Access, project evaluation, videotex, teleconferencing, audio tutorials, and new technologies. Key words are listed with each abstract. An appendix briefly describes eight projects funded by the Commonwealth/State Advisory Committee on the Educational Use of Communications Technology (ACEUCT). (LMM)

ED 246 900

IR 050 586

Comprehensive Plan for Library Service in Pennsylvania. Recommendations for Improved Access to Library Resources in Pennsylvania.

Pennsylvania State Library, Harrisburg.

Pub Date—[83]

Note—92p; Photographs may not reproduce clearly.

Pub Type—Opinion Papers (120) — Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Library Administration, *Library Cooperation, *Library Materials, *Library Planning, Library Research, *Library Services, Library Surveys, Questionnaires, State Libraries, Statewide Planning, *Technological Advancement

Identifiers—Access to Information, Pennsylvania
This report of the 95-member Council for the Comprehensive Plan for Libraries, which included representatives from government, libraries, and the public sector, is not intended to answer all the questions for all those concerned about the future of libraries, but rather to bring focus to the issues and to set a direction for solving the problems libraries are facing. It is comprehensive because it attempts to look at a variety of concerns facing all types of library resources in Pennsylvania. The goal of the study, which was undertaken in October 1981, was to review the major issues of resources, technology,

and access which affect the users of libraries. In February 1983, the State Library sent out 4,308 questionnaires of which 32% were returned—to sample members of various organizations and interest groups represented on the Planning Council to ascertain their reactions to the proposed courses of action. After choosing the most important and politically feasible courses of action, the Planning Council reached consensus on the 19 recommendations that became the basis of this plan. This report divides the final recommendations into three broad areas: quality of service, materials and resources, and management practices. Eight appendices provide further details about the study and the library survey form. (DMC)

ED 246 901

IR 050 781

Trubkin, Leone

State of the Art and Future of Online Services.

Pub Date—10 Nov 82

Note—14p; Paper presented at the Pre-Conference Workshop of the Southeastern Library Association/Kentucky Library Association Meeting (Louisville, KY, 10 November 1982).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Databases, Economic Factors, Futures (of Society), Information Centers, Information Retrieval, *Information Services, Libraries, *Online Systems, Social Influences, Technological Advancement

Identifiers—Access to Information, Bibliographic Data Bases, *Database Producers, Numeric Data Bases, User Needs, *Users

Use of online information services is currently widespread in public, academic, government, and corporate libraries and information centers. The trend is for smaller libraries of all varieties to install terminals and obtain passwords, while larger libraries add systems of all types. Even in the face of a severe recession, online growth rates have held up well. In the long term, however, the online industry faces serious challenges—economic, technological, and sociological—which it may not be prepared to meet. Online services firms need thoughtful new strategies to deal with user desires for downloading, local control, and simple-to-use systems and protocols. Such strategies need to be based more upon market needs and less upon technological capabilities. Database publishers also need to arrive at an appropriate price per record which is fair compensation for later reuse within organizations, and to begin experimenting with new forms of document delivery. Online users can help themselves and the information industry by enhancing their organization's information resources, becoming activist consumers of online services, and expanding their horizons to include not only bibliographic databases but the numeric services. (DMC)

ED 246 902

IR 050 784

Levinson, Cynthia Y.

The Information Economy: What's an Educator to Do?

Pub Date—Jul 84

Note—11p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Organizations, Curriculum Development, *Educational Needs, Educational Research, Educational Responsibility, *Educational Trends, *Education Work Relationship, Emerging Occupations, Equal Education, *Futures (of Society), *Government School Relationship, Postsecondary Education, Public Policy, School Business Relationship, Secondary Education

Identifiers—*Educators, *Information Economy, Information Policy, Southwest Educational Development Laboratory

In order to learn more about the problems of educating students to adequately prepare them for jobs in today's information economy, leaders in education, government, business, and civic organizations met in June 1983 at the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. The symposium participants came from and research focused on the six states of Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. As a result of the presentation of research and trends and the discussions following the presentations, the participants suggested the following recommendations for the future: (1) conducting research on the effects of regulation and deregulation

of information technology policy on education; (2) consideration by state and federal policymakers of the needs of education during the development of information and communications policy; (3) equitable allocation of resources, including equipment, materials, and assistance; (4) development of curricula promoting skill in communication, synthesis, and quantification; and (5) decisionmaking by representatives of industry, community groups, and pre- and post-secondary educators regarding the responsibility of each segment in the general education and career training of youth. It is concluded that a multi-pronged approach must be taken to ensure that the needs of learners in the current information economy are met. (DMC)

ED 246 903

IR 050 785

Japanese-English Educational-Use Keyword Equivalents Selected from ERIC Descriptors—9th Edition.

Aichi Univ. of Education, Japan. Center for Educational Technology.

Pub Date—Sep 83

Note—403p.

Language—English; Japanese

Pub Type—Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Educational Technology, English, Information Retrieval, *Japanese, *Subject Index Terms, *Thesauri

Identifiers—*ERIC, *Keywords

This book lists 4,876 descriptors selected from the Thesaurus of ERIC Descriptors, 9th Edition, with their Japanese language equivalents. It was prepared by personnel of the Center for Educational Technology at Aichi University of Education, which, since 1978, in cooperation with Unesco's Asian Programme of Educational Innovation for Development (APEID), has been collecting and preserving research reports published in Japan related to educational technology, as well as preparing and publishing English language abstracts of these reports. In order to make information about these reports more accessible to researchers and organizations, the project has also included the assignment of keywords. This book was prepared to assist researchers from other countries to use this system of keywords, and is a step toward preparation of Japan's own educational thesaurus. It does not include descriptors which had the comment "invalid descriptor" under the scope notes nor does it include identifiers. The second section of the book is a listing of the Japanese terms (in "kana" order) followed by their English equivalents, making it possible to back reference from Japanese to English. (DMC)

ED 246 904

IR 050 786

Jax, John J.

Library Awareness/User/Needs Assessment.

Parts I, II, and III.

Wisconsin Univ. - Stout, Menomonie.

Pub Date—Jan 84

Note—149p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Higher Education, Learning Resources Centers, *Library Materials, *Library Personnel, Library Planning, Library Research, *Library Services, Library Surveys, Questionnaires, *User Satisfaction (Information), *Use Studies

Identifiers—*University of Wisconsin Stout

This study reports the findings of two surveys conducted in 1983 by the University of Wisconsin-Stout's (UW-Stout) Library Learning Center. The main objectives of these surveys were to question users with regard to which library services and resources users are aware of, which ones are used by what groups, how they are used, and what value is placed upon them; and to make recommendations for intermediate and long range planning. Using a standard university computer sampling program, surveys were distributed to 1,386 students, or 18% of the total 7,596 full-time equivalent student enrollment. Six hundred and eighty-six (49%) of the student surveys were returned. Each of the 524 faculty/academic staff received a faculty survey, of which 224 (43%) were returned. Significant findings from both groups revealed a high level of satisfaction with existing library services, resources, and staff. Recommendations for further study and/or implementation were identified from the results of both surveys. Part I of the study is a summary; Part

II represents findings, conclusions, and recommendations based upon an analysis of the student survey; and Part III reports the results of the similar (but not identical) faculty/academic staff survey. (DMC)

ED 246 905 IR 050 788

Public/Private Sector Interactions: The Implications for Networking. A Discussion Report Prepared by the Network Advisory Committee.

Library of Congress, Washington, D.C. Network Development Office.

Report No.—ISBN-0-8444-0438-1

Pub Date—83

Note—53p.; Proceedings of a Program Meeting held October 25-27, 1982. For related document, see ED 215 678.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; and/or Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.

Journal Cit—Network Planning Paper; n8 1983

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Government Role, *Information Networks, *Information Services, Interaction, Online Systems, Preservation, *Private Agencies, *Public Agencies, Public Policy, Reference Services

Identifiers—Access to Information, Library of Congress, National Commission Libraries Information Science, *Networking, Private Sector, Public Sector

At a 2-day meeting in October 1982, the Library of Congress Network Advisory Committee (NAC) members discussed the complex issues involved in public and private sector interactions and their relationship to networking activities. The report, "Public Sector/Private Sector Interaction in Providing Information Services," prepared by the National Commission on Libraries and Information Science (NCLIS), Public Sector/Private Sector Task Force, was used as a core document. In addition, NAC commissioned a concept paper by Glyn Evans, Executive Director, SUNY/OCLC. Discussion groups were formed to explore how the principles and recommendations of the report to NCLIS related to special services provided by either a public or private sector agency. The groups concluded that while equity of access and preservation were of concern, these services could, with appropriate safeguards, be supplied by either sector. In addition to the report of the meeting, this document includes a list of the NAC members, an executive summary, and four appendices: (1) a background reading list; (2) a review and summary of the NCLIS task force report by Robert M. Hayes of the University of California, Los Angeles; (3) Glyn Evans' discussion paper; and (4) an outline of NAC actions on the NCLIS task force report. (DMC)

ED 246 906 IR 050 791

Taylor, Hugh A.

Archival Services and the Concept of the User: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/5

Pub Date—84

Note—108p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Archives, Futures (of Society), Information Networks, Information Scientists, Library Science, Literature Reviews, Professional Education, *Research and Development, Surveys, *Technological Advancement, *User Satisfaction (Information), Use Studies

Identifiers—Archivists, User Needs, *Users

Prepared under contract with the International Council on Archives (ICA), this study is intended to assist archivists and information specialists in creating, developing, and evaluating modern archival systems and services, particularly with reference to the concept and the role of the user in such systems and services. It ranges over a wide field in an attempt to place archival services and the user within the context of available communication techniques and analogous developments for library science. The archival profession is in need of its own user studies and it is hoped that this preliminary survey

of themes in the literature will not only be of some immediate practical value, but also will generate specific, scientific research on the subject. Ten broad topics are covered: (1) the nature of the problem; (2) information, the user, and the universe of knowledge; (3) user needs and user behavior; (4) the prelude to service-surveys, appraisal, acquisition; (5) the user in the search room—improving manual systems; (6) machine readable archives; (7) automation in the search room; (8) networks; (9) beyond the search room—extension services; and (10) the user and the future—education, research and development. A bibliography is also provided. (DMC)

ED 246 907 IR 050 792

Peterson, Paul, Ed.

Bibliographic Services and User Needs. Report of a Conference Sponsored by the Council on Library Resources (Kansas City, Missouri, December 14-16, 1983).

Council on Library Resources, Inc., Washington, D.C.

Pub Date—Mar 84

Note—114p.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, *Cataloging, Databases, *Information Systems, *Library Networks, Library Services, National Programs, Online Systems, Research Libraries, *User Satisfaction (Information)

Identifiers—Access to Information, *Bibliographic Services, Council on Library Resources, *User Needs

To help determine the future of the Bibliographic Service Development Program (BSDP), the Council on Library Resources (CLR) sponsored a conference to examine bibliographic services for library users with emphasis on their needs. The 32 participants included invited speakers, research library administrators, foundation officers, network and computing center administrators, library/communications school faculty, CLR board members, CLR staff, and BSDP Program Committee members. Four challenge or discussion papers were given at the conference: "The Academic Community and Bibliographic Services," by Thomas H. Martin; "Bibliographic Access: Problems and Prospects," by Douglas Ferguson; "Integrated Academic Information Systems: The Bibliographic Interface," by Nina W. Matheson; and "The Knowledge Business: Economic Issues of Access to Bibliographic Information," by Carlton Rochell. Four working groups, following the themes of the papers, met later to discuss the issues. Their collective recommendations were refined by the entire group into a set of priorities for Council action. This report consists of the recommendations of the conference, the four discussion group reports, the four formal papers, a background paper ("Five Years of the Bibliographic Service Development Program: 1979-1983," by C. Lee Jones), and opening session summaries. It also includes the agenda of the meeting, the set of challenge questions prepared beforehand, and a list of participants. (Author/DMC)

ED 246 908 IR 050 793

Fiste, David A.

Collection Access Policy.

Pub Date—[84]

Note—29p.

Pub Type—Guides—Non-Classroom (055)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cataloging, Classification, Filing, Guidelines, Information Retrieval, *Library Administration, Library Automation, *Library Catalogs, *Library Collections, Library Technical Processes, Literature Reviews

Identifiers—Access to Information, Anglo American Cataloging Rules, OCLC, Retrospective Conversion (Library Catalogs)

Focusing on cataloging operations contingent upon public catalog usage, this article identifies necessary components of a collection access policy, discusses representative samples of policies that can be adapted to individual library practices, and provides guidelines for the development and implementation of a statement useful for planning future services. Sections include catalog and file maintenance, AACR2 impact, retrospective conversion, departmental workflow, special materials, OCLC usage, classification, descriptive cataloging, and backlog control. A 5-year (1979-1983) literature survey pro-

vides current documentation. In addition, background information and commentary are included. Guidelines are formulated as a basis for developing a written manual for library staff usage. (Author/DMC)

ED 246 909 IR 050 794

Simmons, Peter, Ed. Hopkinson, Alan, Ed.

CCF: The Common Communication Format.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/4

Pub Date—84

Note—183p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Citations (References), *Computer Software, Databases, Data Processing, Methods, Online Systems, *Organizational Communication, *Systems Development

Identifiers—*Common Communication Format, Information Interchange, *Machine Readable Bibliographic Data Bases

The purpose of the Common Communication Format (CCF) is to provide a detailed and structured method for recording a number of mandatory and optional data elements in a computer-readable bibliographic record for exchange purposes between two or more computer-based systems. However, it can also be useful within non-computerized bibliographic systems. Not designed to be used as a manual by staff responsible for coding or otherwise preparing bibliographic descriptions for input to a computer system, this document is meant to be a specification to assist systems designers in devising local procedures and computer programs so that they can exchange files in either direction with other organizations which may use the CCF. It is neither complete nor final, as much work remains to be done to test the current version of the CCF and to provide assistance in its implementation. It is also expected that the scope of the CCF data elements, now confined to descriptions of monographs and serial publications, will be expanded. This manual is divided into five parts: introduction, use of the format, data elements, codes used in the data elements, and examples of complete records. (DMC)

ED 246 910 IR 050 795

Kite, Leslie

Interlibrary Loan Policy and Procedures.

Loyola Marymount Univ., Los Angeles, CA.

Pub Date—Jun 83

Note—49p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Libraries, Copyrights, Higher Education, *Interlibrary Loans, *Library Cooperation, Library Networks, *Library Services, Methods, Microforms, Position Papers, Records (Forms), *Reference Services, Reprography

Identifiers—Loyola Marymount University CA

The interlibrary loan policies of the reference department of the Charles Von der Ahe Library at Loyola Marymount University are detailed in this policy statement. The document is divided into four main sections: policy for borrowing, procedures for borrowing, policy for lending, and procedures for lending. In addition to the policy statement, 19 appendices provide samples of forms used in the interlibrary loan process. (DMC)

ED 246 911 IR 050 796

Legislative Report of the ALA Washington Office,

January-June 1984.

American Library Association, Washington, D.C.

Pub Date—84

Note—35p.

Available from—American Library Association Washington Office, 110 Maryland Ave., N.E., Washington, DC 20002 (limited biannual distribution).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Federal Legislation, *Federal Programs, Federal Regulation, *Libraries, Library Associations, *Library Services, Library Standards, Lobbying, National Security, Nonprofit Organizations, Online Systems, Preservation, *Public Policy, Salary Wage Differentials, Tele-

communications
Identifiers—Access to Information, *Congress 98th, Higher Education Act 1980, Library of Congress, Library Services and Construction Act, Medical Library Assistance Act, National Archives DC, Reagan Administration

Nationwide interest in restoring excellence to education continued into 1984, but made no dent in the Reagan administration's determination to eliminate federal library programs. Congress is again resisting this third year of zero budgets, despite efforts to contain soaring federal deficits. Few issues pending in this second session of the 98th Congress have been resolved. Library Services and Construction Act reauthorization appears likely to make it through the process, but efforts in the House to get a head start on Higher Education Act reauthorization have been dropped. Measures to provide a mass book deacidification facility for the Library of Congress, extend the Medical Library Assistance Act, and give independence to the National Archives are pending. There are continuing efforts to restrict, directly or indirectly, access to government information through administration policy in such areas as contracting out of federal activities, federal information management, lobbying by nonprofit organizations, information relating to national security, paperwork reduction, pay equity, and standards for federal librarians. Telecommunications access charges and divestiture related tariffs were, for the most part, postponed and there were congressional efforts to mitigate the impact of pending increases in the cost of private leased lines used by libraries to transmit bibliographic data. A funding table and status of legislation chart are appended. (DMC)

ED 246 912

IR 050 797

Hymen, Jeffrey, Comp.

Microform Sets in U.S. and Canadian Libraries.

Report of a Survey on the Bibliographic Control of Microform Sets Conducted by the Association of Research Libraries Microform Project. Association of Research Libraries, Washington, D.C.

Report No.—ISBN-0-918006-08-2

Pub Date—84

Note—109p.; Questionnaire printed on colored paper; may not reproduce well.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cataloging, *Clearinghouses, Databases, Library Surveys, *Microforms, Online Systems, Publishing Industry, Questionnaires, *Research Libraries

Identifiers—Association of Research Libraries, Bibliographic Data Bases, *Bibliographic Utilities, Canada, *Machine Readable Cataloging, United States

This report describes the background of the Association of Research Libraries Microform Project and summarizes results of the survey from which the database of the project's clearinghouse on the bibliographic control of microforms has been constructed. The Microform Project was established in 1981 to assist libraries, microform publishers, and the bibliographic utilities in their efforts to achieve bibliographic access to titles in microform sets. The primary tool in providing this assistance is a Microform Cataloging Clearinghouse, the main purposes of which are to facilitate the cataloging of titles in microform sets and prevent duplication of effort. The clearinghouse database is based on the results of a survey sent to participants in the four major bibliographic utilities as well as the few major libraries that do not participate in them. The 535 useful survey returns which were received show that a large number of libraries catalog titles in microform sets and that most of them create machine-readable records for at least some of the sets they catalog. A copy of the survey questionnaire and additional information on the survey and the clearinghouse are appended. (DMC)

ED 246 913

IR 050 798

Salomon, Kristine Burgess, Curt

Patron Presence during the Online Search: Attitudes of University Librarians.

Pub Date—Jan 84

Note—8p.; Paper presented at the Annual Conference of the American Library Association (Dallas, TX, June 23-27, 1984). Contains small print. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, Higher Education,

*Information Retrieval, *Librarians, Library Research, Library Surveys, *Online Systems
Identifiers—Computer Searches, *Librarian Attitudes, Library Users, Likert Scales, Online Search Skills, Search Behavior

A controversial issue involving online computer searching is the effect of patron presence during the computer search. The purpose of this research was to determine the attitudes of university librarians toward patron presence. A survey was used to explore variables related to the search process and searcher characteristics. Also considered was the degree to which a searcher believes that patron presence contributes to searcher nervousness. Three-hundred eighty online searchers, representing 85 libraries, were willing to participate. Of the 201 surveys (52.9%) returned, 198 were usable. Eleven Likert scale items were used to estimate attitudes along a five-point continuum of "strongly agree" to "strongly disagree." The relationship of searcher experience and the attitudes reflected in the Likert scale items were measured by four additional variables. Overall, 77% of the searchers indicated a preference for patron presence during the computer search. Empirical research is necessary in order to understand how the variables of presence, nervousness, and ability to refine the search are related. The conclusions about searcher attitudes and beliefs about the search process resulting from this study can provide direction to research that focuses on the actual search process, and the dynamics of the searcher-patron relationship. (DMC)

ED 246 914

IR 050 799

Seton, Rosemary E.

The Preservation and Administration of Private

Archives: A RAMP Study.

International Council on Archives, Paris (France).

Spons Agency—United Nations Educational, Scientific and Cultural Organization, Paris (France).

General Information Programme.

Report No.—PGI-84/WS/6

Pub Date—84

Note—73p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, Annotated Bibliographies, *Archives, Cataloging, *Developed Nations, *Developing Nations, Global Approach, Institutions, Library Acquisition, Library Collections, Library Surveys, Museums, *Needs Assessment, *Preservation, Questionnaires, Special Libraries

Identifiers—Manuscript Collections, Records Management, UNESCO

This study is intended to make more widely known and understood the basic problems involved in ensuring preservation and access to an invaluable informational and cultural resource—the archives of non-governmental institutions and organizations. It is based on a survey of the current situation in 28 selected Unesco member states regarding the acquisition, preservation, arrangement, description, and access to the principal categories of private archives, including those of business and labor organizations, cultural and scientific institutions, estates, and families. Of the 65 questionnaires mailed to institutions, records offices, libraries, and museums thought to have holdings of private archives and manuscripts, 39 were returned. The findings of the survey are analyzed to determine trends, needs, and problems, with special reference to the needs of developing countries. The study concludes with recommendations for action at the national, regional, and international levels to assist in ensuring more comprehensive and effective preservation and administration of private archives. Appended are the questionnaire form and an annotated bibliography of writings used and consulted in the preparation of the study. (DMC)

ED 246 915

IR 050 800

Realities: Educational Reform in a Learning Society.

A Statement by the American Library Association Task Force on Excellence in Education.

American Library Association, Chicago, Ill.

Pub Date—[84]

Note—17p.; Document is printed in colored ink or colored paper.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Change, Educational

Research, *Educational Trends, Elementary Secondary Education, Federal Aid, *Futures (of Society), *Library Role, Library Services, Lifelong Learning, Prior Learning, *Public Policy, State Aid

Because the vitality of libraries as educational agencies depends on wise actions by public decision makers and others who provide resources to educational institutions, the American Library Association has identified four realities for effective educational reform within a learning society: (1) learning begins before schooling, (2) good schools require good school libraries, (3) people in a learning society need libraries throughout their lives, and (4) public support of libraries is an investment in people and communities. Much public attention is focused on recommendations for changes in elementary and secondary schools. Yet, as "A Nation at Risk" clearly states, proposals for educational reform must recognize the need for lifelong learning. Libraries are an essential part of lifelong learning, and all people in a learning society deserve access to good library service. Within the last year more than half the state legislatures have increased state aid for schools, and over half have raised high school graduation requirements. States and communities have established uncounted commissions, committees, and task forces to examine and improve their schools. Attention to elementary and secondary schools constitutes an important beginning. However, with few exceptions, recognition of the value of libraries is missing from these educational reform efforts. Now it is essential to recognize these four realities of educational reform and act on them. (DMC)

ED 246 916

IR 050 801

Brown, Gary

Theoretical Organization of Information: Re-

search Review of a Sample of ERIC's Innovation

Diffusion and Planned Change Documents Organ-

ized According to the Configuration, Linkage,

Environment, Resource (CLER) Model of

Planned Change.

Pub Date—May 84

Note—141p.

Pub Type—Information Analyses (070) — Reports

- Evaluative (142) — Reference Materials - Vo-

cubularies/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cataloging, Change, *Classification,

Content Analysis, *Diffusion (Communication),

*Information Utilization, Innovation, Literature

Reviews, *Models, Schematic Studies

Identifiers—Knowledge Utilization

This document is a review of research on the subject of innovation diffusion and planned change, organized according to a theoretical model. The organizational scheme used is derived from Bhola's Configurational, Linkages, Environmental, and Resources (CLER) model of planned change. Conventional reviews of research identify accomplishments in knowledge production, but are not as effective in promoting knowledge utilization by end-users. They are often organized according to descriptive or topical taxonomies and the terms and descriptors used in cataloging are not always precise. The findings of a study conducted by the author (1984) indicated that a theoretical model, here the CLER model, can provide a scheme for the organization of information that increases knowledge utilization. The materials reviewed consist of 50 ERIC documents selected from 1982 issues of "Resources in Education" for their diversity of topics, brevity, and pertinence to planned change. A total of 52 categories were generated from the CLER model (no relevant information was found for 11 of these categories). Of primary interest is the efficacy of theoretically organized information; the review of research is a secondary objective. Information devised and ordered using a theoretical model is not presented as a panacea to the numerous problems in knowledge utilization. Rather, it is suggested that the theoretical organization of information can be a powerful tool for increasing knowledge utilization. (DMC)

ED 246 917

IR 050 802

Rice, Patricia Ohl

Academic Freedom and Faculty Status for Aca-

demic Librarians: A Bibliographical Essay.

Pub Date—Aug 84

Note—18p.

Pub Type—Opinion Papers (120) — Reference

Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Academic Libraries, *Academic Rank (Professional), Annotated Bibliographies, Higher Education, *Librarians, Literature Reviews, Tenure
Identifiers—Library Science Literature

The purpose of this essay is to review documents from library literature which base their arguments in favor of academic status for librarians in whole or in part on the concept of academic freedom. Thirteen such items dating from 1956 to 1975 are identified and discussed. The essay is followed by a discussion of the actual meaning of the concept of academic freedom and the issue of tenure for academic librarians. (DMC)

ED 246 918 IR 050 803

Meehan-Black, Elizabeth C. And Others

The Effects of Two Methods of Course-Related Library Instruction on Undergraduates' Library Skills and Attitudes.

Pub Date—[81]

Note—27p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, College Libraries, Higher Education, Instructional Materials, *Intermode Differences, *Library Instruction, *Library Skills, *Student Attitudes, Surveys, *Teaching Methods, Undergraduate Students
Identifiers—Pennsylvania State University

The effectiveness of an experientially designed library instruction presentation was compared to a lecture format by assessing the library skills and attitudes toward librarians and libraries of 50 freshman and sophomore students enrolled in educational psychology and human development courses before and after instruction. One group of undergraduates received an experiential/workbook lesson, another received a lecture, and a control group received no instruction. Instruments developed for this study were a library skills test and an attitude survey composed of five factors: correct use of the library, interest in scholarly work, receptiveness to library instruction/future usefulness, attitudes toward librarians, and comfortable use of the library. Results indicated that the experiential format was more effective in producing an increase in library skills scores at the second measurement (after instruction) than the lecture method. But both of the groups receiving instruction produced higher library skills test scores at the third measurement (end of term) than the no-instruction control group. A significant relationship was also found between initial attitudes toward librarians and later library skills as well as between initial skills and later attitudes toward librarians. (Author/DMC)

ED 246 919 IR 050 804

Weller, Carolyn R. Ed. Brandhorst, Ted. Ed.

ERIC Clearinghouse Publications, 1983. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1983.

ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Contract—400-81-0003

Note—52p.; For related document, see ED 237 098.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, Resource Materials, *State of the Art Reviews

Identifiers—Educational Information, *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 117 publications produced by the 16 ERIC Clearinghouses in 1983. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1983) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services;

(3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided. (DMC)

ED 246 920 IR 050 813

Libraries and the Learning Society. Papers in

Response to "A Nation at Risk."

American Library Association, Chicago, Ill.

Report No.—ISBN-0-8389-3313-0

Pub Date—84

Note—152p.; For the final project report, see ED 243 885. The five issue papers are available individually as ED 243 886-890.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Libraries, *Educational Quality, Elementary Secondary Education, Information Science, Learning Resources Centers, Librarians, *Library Education, *Library Role, *Library Services, *Public Education, *School Libraries

Identifiers—Educators, Libraries and the Learning Society Project, Library Users, National Commission on Excellence in Education

These issue papers were prepared for a series of seminars that were sponsored by the U.S. Department of Education's Center for Libraries and Education Improvement, held in part of the Libraries and the Learning Society Project. These seminars brought together librarians, educators, library users, and others to focus on the most effective role for libraries in a learning society. The seminar papers were used as the basis for discussions that were summarized in the final report on the project ("Alliance for Excellence"). This document contains a foreword by Joseph Shubert; "School Library Media Programs and Their Role in Schooling: An AASL (American Association of School Librarians) Response to the 'Nation at Risk Report';" and the five seminar papers—"Stemming the Tide of Mediocrity: The Academic Library Response," Richard M. Dougherty; "Vision to Purpose to Power: A Quest for Excellence in the Education of Library and Information Science Professionals," Jane Anne Hanning; "Learning at Risk: School Library Media Programs in an Information World," James W. Liesener; "Public Libraries and Excellence: The Public Library Response to 'A Nation at Risk';" Douglas L. Zweig; and "Libraries and the Learning Society: Relationships and Linkages among Libraries," Peggy Sullivan. (DMC)

JC

ED 246 921 JC 840 261

Warren, Ida

Barriers to Employment of Hispanics.

Pub Date—May 84

Note—8p.; Paper presented at the Hispanic Concerns Roundtable of the American Association of Community and Junior Colleges (Phoenix, AZ, May 23-24, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Needs, *Employment Patterns, *Employment Problems, *Hispanic Americans, *Technical Education, Two Year Colleges, *Two Year College Students

Although Hispanic-Americans are the fastest growing segment of the population in the United States and have higher participation rates for males in the workforce than Whites or Blacks, there continue to be significant barriers to the employment of Hispanics. The major barriers to job success include lack of English proficiency and early withdrawal from the educational process. For these and other reasons, Hispanics are underrepresented in white-collar jobs, in technical professions, and in the percentage of bachelor's degree recipients in scientific disciplines. A recent study pointed to five major differences between non-minority and Hispanic stu-

dents in technical programs in community colleges: (1) Hispanics dominated the low-income categories in family income levels; (2) Hispanic students owned fewer sophisticated toys, such as calculators and power tools; (3) fewer Hispanic students held employment prior to college enrollment; (4) fewer Hispanic students' fathers held occupations in technical fields; and (5) fewer Hispanics discussed career choices with guidance counselors in high school. If these differences are not to become the basis for the continued exclusion of Hispanics from important areas of the labor force, an effort must be made to support special programs for Hispanic students in community colleges. (HB)

ED 246 922 JC 840 280

Rodi, Stephen B.

Some Reflections on the Interaction of Mathematics Programs at Two and Four Year Colleges.

Pub Date—Jul 84

Note—14p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Faculty, *College Mathematics, Community Colleges, Higher Education, Intercollegiate Cooperation, *Interprofessional Relationship, *Mathematics Teachers, *Teacher Attitudes, *Transfer Policy, Universities

For the remainder of the century, large numbers of students will transfer from two-year to four-year colleges. In light of this, two- and four-year mathematics faculty need to sharpen their understanding of each other and to plan improved interaction. The problem in communication between two- and four-year mathematics faculty comes from living in different and separate worlds and a tendency to stereotype the other—two-year faculty are seen as being without standards and as pseudo mathematicians; while the four-year faculty are viewed as aloof and ineffective with undergraduate students. Both groups need to recognize that the other has unique and important contributions to make in a dialogue. The two-year faculty members need to visit the four-year campus to teach, work, and experience the environment that their students will encounter. The four-year faculty must recognize the outstanding teaching that generally takes place at two-year colleges. Both have to work together on projects that benefit them mutually and their students. In particular, they need to discuss curriculum and standards, the entry-level preparation of incoming students, and details of mandated common state curricula where these exist. Both groups should begin by treating each other as equals and should interact, particularly at the local level, to develop mutual respect as the foundation for future cooperation. (Author/HB)

ED 246 923 JC 840 297

Washington, Allyn J.

Technical Mathematics in Two-Year College Programs.

Pub Date—Jul 84

Note—16p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Calculators, Computers, *Course Content, Course Objectives, *Mathematics Curriculum, Mathematics Instruction, *Mathematics Teachers, *Technical Mathematics, Two Year Colleges

An overview is provided of the current status of technical and vocational mathematics in the two-year college. Section I traces the development of technical math courses and discusses their function in the two-year college curriculum. Section II examines the use of applied math problems appropriate to particular vocational programs as an aid in motivating students; contrasts technical math courses with vocational math courses; advocates the coordination of math courses with other components of the technical or vocational program; and describes the basic topics to be covered in a technical math course to provide a good math background. The third section presents a profile of the technical-vocational math student and his/her educational background and needs, after which section IV

looks at the extent to which calculators and computers are and should be used in technical math courses. Section V focuses on technical-vocational mathematics faculty, the reasons many do not wish to teach technical math, ways of getting faculty interested in teaching the courses, the importance of formal and informal meetings with members of the technical departments of the college, and the difficulty of updating and upgrading technical math instructors. Finally, section VI projects future developments, including a continuation of the growth in technical and vocational math courses. (HB)

ED 246 924 JC 840 303

Maurer, Stephen B.
The Lessons of Williamstown.
Pub Date—Jul 84

Note—12p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Calculus, *College Mathematics, *Curriculum Development, Educational Needs, Higher Education, *Mathematics Curriculum, Two Year Colleges, *Undergraduate Study

Identifiers—*Discrete Mathematics

In July 1982, a conference was held at Williams College in Williamstown, Massachusetts, to discuss the need for more discrete mathematics in the first two years of the core undergraduate mathematics curriculum. This paper reviews the recommendations that were made during the conference, the progress that has been made in the implementation of those recommendations, and the resistance and doubt that met the proposed changes. After briefly reviewing the areas of agreement and disagreement that emerged during the conference, the paper discusses the current status of undergraduate mathematics education in the United States, pointing to increasing interest in discrete mathematics, the specific activities of colleges funded to develop new undergraduate programs, and the revised curriculum at Dartmouth College. Next, reasons for the apparent resistance to curricular change are discussed, with respect to proposals for emphasizing discrete mathematics and reducing the calculus core to 1 year. This discussion is followed by a number of personal observations about what college freshmen and sophomores do and do not need to know about mathematics, and about the implications of these educational needs for curriculum development. Finally, the relevance of the debate over discrete mathematics for two-year colleges and the options available in developing math courses for non-transfer oriented students are explored. (HB)

ED 246 925 JC 840 305

Akai, Geoffrey
Reflections on Basic Math Programs in the Two-Year College.
Pub Date—Jul 84

Note—19p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Educational Needs, Program Effectiveness, *Program Improvement, *Remedial Instruction, *Remedial Mathematics, Two Year Colleges, Two Year College Studies

During the 1960's and 1970's, basic math programs were established at many two-year colleges after the influx of poorly prepared students, which resulted from a weakening of the exit criteria at the secondary level and of the entrance requirements at the postsecondary level. Though the success of these remedial programs is a matter of debate, depending on the standpoint and criteria adopted by those making the judgement, there are major ways of making these programs more effective. Some guidelines for increasing program effectiveness include: (1) providing an appropriate curriculum that focuses on the skills that will be needed in college and on the job; (2) ensuring that students who need help get it; (3) developing programs that respond to the special needs of the students; (4) providing each program with sufficient resources to carry out its work; and (5) protecting the integrity of the program and the college degree. Reducing the need for

remedial math programs will involve broad policy decisions which might include raising entrance requirements in the two-year colleges, strengthening the math component of the secondary school curriculum, and allowing students to bypass basic computational skills by using calculators. (Author/HB)

ED 246 926 JC 840 326

Case, Bettye Anne Goldstein, Jerome A.
Coordinating Curriculum in Two-Year Colleges with Baccalaureate Institutions.

Pub Date—Jul 84

Note—18p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Faculty, College Mathematics, Colleges, *College Transfer Students, Higher Education, *Intercollegiate Cooperation, Mathematics Curriculum, *Mathematics Teachers, Program Improvement, *Teacher Responsibility, Transfer Policy, *Transfer Programs, Two Year Colleges

This paper suggests ways that coordination between two-year colleges and baccalaureate institutions can be improved and the opportunities for successful student transfer can be enhanced, with particular reference to the mathematics curriculum and the role of mathematics instructors at two- and four-year institutions. After discussing the differences between formal coordination and informal communication, the paper highlights the potential role of professional math societies in disseminating results of formal study projects and encouraging members to follow their recommendations. Next, the role of informal communication channels in improving the prospects of coordination between two- and four-year institutions is outlined, and the importance of sharing materials and methods is stressed. Then, the paper considers ways of encouraging administrator responsiveness to program development and change. After warning of pitfalls to avoid in establishing communication between two- and four-year institutions, such as the involvement of the four-year institution in the internal problems of the two-year college, the paper highlights some ways the receiving department at the four-year college can assist transfer, focusing on transcript evaluation, advising, and placement procedures. Concluding remarks emphasize the responsibility of two-year college faculty for ensuring that a passing grade means that the student is ready to transfer to the next level. (HB)

ED 246 927 JC 840 328

The P. Sapir Regional College of the Negev: Programs and Objectives. Research and Evaluation Reports.

P. Sapir Regional Coll. of the Negev, Ashkelon (Israel).

Pub Date—[84]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, College Programs, *Community Education, Educational Research, Foreign Countries, Foreign Students, Nontraditional Education, Remedial Instruction, *Rural Education, *Two Year Colleges, Undergraduate Study

Identifiers—*Israel

This description of P. Sapir Regional College of the Negev (Israel) highlights the objectives and academic and community education programs of the college. Introductory material discusses the region and population served by the college, the variety of courses offered, and the college's principal aims; i.e., to provide courses for people living in remote areas, to address community problems and needs, and to conduct research to develop and improve educational and community projects. Next, brief descriptions are provided of the college's study programs, including academic studies toward a baccalaureate degree; pre-academic studies; elementary and secondary school level studies; language studies; fine and applied arts; community communication and theater, including courses in the creative use of video programming and a drama workshop; administration and management studies, including courses in municipal and public administration, fiscal management, courses for middle management, and courses in Moshav (small-holder cooperative) management; community education and developmental

studies; technological studies; agricultural studies; computers in education and the community; and the workers' school. The final sections outline the activities of the college's community education center, applied research and evaluation unit, and academic program for overseas students. (HB)

ED 246 928 JC 840 330

Curnutt, Larry
Let's Keep the College in Our Community Colleges: Mathematics for College Transfer.

Pub Date—Jul 84

Note—9p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, *Course Content, *Curriculum Development, Faculty Development, *Mathematics Curriculum, *Mathematics Teachers, *Transfer Programs, Two Year Colleges

Identifiers—*Discrete Mathematics

Preparing students for transfer to four-year colleges remains a significant part of the mission of most community college mathematicians. For some 30 years, calculus has been synonymous with entry-level college mathematics. Recent educational and technological changes, however, demand that the definition of college-level work in mathematics be expanded to include college algebra/elementary functions, and finite mathematics, as well as calculus, introductory linear algebra, and differential equations. Freshman and sophomore mathematics offerings can be improved through revision and incorporation, rather than wholesale change. An emphasis should be placed on teaching students to apply theorems rather than to prove them, and preference should be given to discrete mathematics topics over complex continuous topics. Discrete math topics can be accommodated through, for example, the use of tools such as the computer, the reincorporation of simple counting and probability in college algebra courses, and linear programming. Other ways in which the mathematics curriculum can be improved are through the development of liberal arts math courses and through increased attention to communication skills in math classes. In order for these curricular revisions to be effective, they must be initiated by an informed faculty, rather than imposed upon them; therefore, continuing education of faculty may be the most important ingredient in effecting meaningful curriculum revision. (Author/LAL)

ED 246 929 JC 840 338

Gordon, Sheldon P.
Discrete Topics in the Undergraduate Mathematics Curriculum: How Big a Step Should We Take?

Pub Date—Jul 84

Note—22p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, Community Colleges, Computer Assisted Instruction, Course Content, *Curriculum Development, Educational Change, *Educational Trends, Mathematical Applications, *Mathematics Curriculum, Two Year Colleges

Identifiers—*Discrete Mathematics

The question of the advisability of incorporating discrete mathematics into the mathematics curriculum is addressed by examining the different types of courses typically offered in the first two years of college and the appropriateness of including discrete mathematics topics in these courses. The introductory section explains how the advent of the computer, with its capacity for easily performing extended numerical computations, has made discrete calculations less laborious than continuous functions. This section goes on to enumerate various reasons for teaching discrete math topics. The next sections provide analyses of the advantages and disadvantages of including discrete topics in particular courses, offer examples of ways to present these topics, and review trends in mathematics education with respect to: (1) the calculus sequence; (2) applied calculus; (3) differential equations and linear

algebra; (4) finite mathematics; (5) statistics; (6) survey of mathematics for liberal arts students; (7) remedial mathematics; and (8) geometry. A discussion is then presented of the problems associated with incorporating discrete mathematics in the curriculum, such as the national trend towards separate courses on discrete math for math majors; the conservatism of mathematicians; and the reluctance of the publishing industry to put out innovative texts. A list of discrete math topics is appended. (LAL)

ED 246 930

JC 840 365

Sheldon, John C. And Others

Retention and Attrition of Students: A Status

Report on Institutional Issues and Implications.

Frederick Community Coll., Md.

Pub Date—1 Jul 83

Note—185p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Persistence, Courses, Dropout Characteristics, Dropouts, Enrollment Trends, Institutional Evaluation, Intellectual Disciplines, *Participant Satisfaction, *School Holding Power, *Student Attrition, *Student Needs, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

On the basis of several surveys and a review of the literature, this report examines various aspects of student retention at Frederick Community College (FCC). Chapter I introduces the report with a summary of FCC enrollment data and a discussion of the characteristics of non-persisters nationwide. Chapter II focuses on course and college withdrawal, providing information on withdrawal rates in three periods (prior to the fourth week, between the ninth and twelfth weeks, and between the fifth and eighth weeks); schedule changes and course withdrawals; recommendations regarding schedule changes; and a profile of FCC dropouts based on an analysis of add-drop forms completed between fall 1981 and spring 1983 and a survey of students who withdrew during the fall 1981, spring 1982, or fall 1982 semesters. Chapter III investigates course efficiency patterns among the college's academic disciplines, assessing disciplines according to the percentage of students who passed courses with a grade of C or higher and those who received no grade or withdrew from the courses. In chapters IV and V, results are presented from a survey of the perceived educational and personal needs of students, and a survey of their evaluations of college programs and services. After chapter VI offers a series of recommendations, chapter VII provides an executive summary of major findings. Appendices include the survey instruments. (AYC)

ED 246 931

JC 840 370

Peters, Faye L. Khoury, Robert M.

The Demand for Associate Degree Nursing Education in Central Indiana: A Study of the Personal, Academic, and Professional Characteristics of Licensed Practical Nurses.

Indiana Univ.—Purdue Univ. at Indianapolis, Columbus, IN. Columbus Campus.

Pub Date—Jul 84

Note—44p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adults, *Associate Degrees, Continuing Education, *Educational Needs, Higher Education, Individual Characteristics, *Nurses, *Nursing Education, Questionnaires, Surveys

Since 1977, Indiana University-Purdue University at Indianapolis, Columbus Campus has been exploring the potential for offering a nursing program under the aegis of the Indiana University School of Nursing. In May 1984, a study was conducted to determine community support for the development of a major nursing component for a Licensed Practical Nurse (LPN) to Registered Nurse (RN) mobility option for an Associate Degree Nursing (ADN) program. A total of 395 questionnaires were mailed to Directors of Nursing at 14 nursing homes and 11 hospitals located in central Indiana and were distributed by the Directors to all LPNs or newly graduated practical nurses in their facilities. The questionnaires solicited information regarding personal characteristics, LPN school information, additional college work beyond the LPN, plans for obtaining an RN, college courses completed, interest in challenge courses and ad-

vanced placement, program scheduling preferences, and willingness to enroll in a program that would be completed partially in Columbus and partially in Indianapolis. Study findings, based on responses from 218 nurses, indicated that: (1) 44.5% of the respondents planned to go on for the RN degree, 11.8% did not plan to pursue this degree, and 43.6% were undecided; (2) 54.9% indicated they would attend the LPN to ADN program in Columbus and Indianapolis; and (3) the modal sample member was a licensed LPN, over 40, female, married, Caucasian, and had completed no college work beyond the LPN. The survey instrument is appended. (AYC)

ED 246 932

JC 840 376

Self, Mary Anne Nally

Implementation of Learning Groups in an Audio-Tutorial Biology Program.

Pub Date—May 84

Note—20p.; Paper presented at the Annual Conference of the National Institute for Staff and Organizational Development on Teaching Excellence (6th, Austin, TX, May 22-25, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attendance Patterns, *Biology, Class Organization, Classroom Techniques, Community Colleges, Comparative Analysis, *Group Discussion, Instructional Innovation, Peer Influence, Science Instruction, *Teaching Methods, Two Year Colleges, Two Year College Students

Identifiers—Bunker Hill Community College MA, *Learning Groups

A study was conducted at Bunker Hill Community College to assess the impact of the use of learning groups on student absenteeism and academic performance. The study involved four sections of a Biology I class. Two sections were designated as the control group and were taught using the traditional course format, which involved a 2-hour session in the audio-tutorial laboratory, a 1-hour seminar session using a primarily lecture format, and a 1-hour testing session each week. The other two sections were designated as the experimental group and participated in learning groups rather than the 1-hour seminar session. In the learning group sessions, permanent groups of four to five students met under the direction of a rotating group leader to discuss the week's learning objectives and to clarify material. The group leader was responsible for making work assignments, monitoring attendance, and making decisions about obtaining assistance from the instructor. Study findings included the following: (1) of the 48 students in the control group, none had perfect attendance and 84% had more than three absences; (2) of the 44 students in the experimental group, 39% had perfect attendance and 51% were absent between one and three times; (3) the mean grade point average for the control group was 1.9, while that for the experimental group was 3.1; (4) the control group had higher mean reading levels than the experimental group; and (5) experimental group students insisted that the learning group method be used in Biology 2. (HB)

ED 246 933

JC 840 403

Bentley-Baker, Kandell And Others

Honors in the Two-Year College.

American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators; Community Coll. Humanities Assoc., Cranford, N.J.; National Collegiate Honors Council.

Pub Date—Oct 83

Note—58p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, *College Faculty, Community Colleges, *Honors Curriculum, *Program Administration, *Program Development, Student Personnel Services, *Two Year Colleges, Two Year College Students

Designed to provide guidance and encouragement for two-year colleges in the development of honors programs, this handbook addresses issues related to the development, implementation, and management of special programs for talented and gifted students. Chapter I provides a rationale for honors programs, which highlights their role in attracting, retaining, and meeting the special needs of superior students; in improving the overall image of the college; in increasing faculty satisfaction; and in devel-

oping innovative programs, services, and courses. Chapter II identifies the unique characteristics of two-year colleges which are likely to influence the philosophy and development of an honors program; examines curriculum components (i.e., honors sections, honors contracts, seminars, core curricula, and independent study and special projects); looks at ways of combining these components to create a program model; and considers major program components, such as admissions and graduation criteria, special services, and administration. Chapter III discusses the identification, recruitment, and selection of faculty for the honors program; their roles and functions; strategies for professional development; and faculty evaluation. Chapter IV examines on- and off-campus support systems for honors programs, and chapter V uses a question/answer format to address issues related to finances, curricula, students, administration, and faculty. Appendices include a sample application form, honors contract, course description, and course proposal. (HB)

ED 246 934

JC 840 404

Hector, Judith H.

Establishing Cut-Off Scores for Placement in Community College Developmental Courses.

Walters State Community Coll., Morristown, TN.

Pub Date—84

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Community Colleges, *Cutting Scores, *Educational Diagnosis, *Grade Prediction, Predictive Validity, *Remedial Programs, *Student Placement, Two Year Colleges, Two Year College Students

Identifiers—Walters State Community College TN

To determine the effectiveness of placement test scores in predicting final course grades, students enrolled in selected college-level courses at Walters State Community College in Tennessee were tested during winter 1983. At the end of the quarter, course grades were collected, and correlations between test scores and course grades were calculated. Cut-off scores were determined to minimize the number of false positives (i.e., predicting failure when success would have occurred) and misses (i.e., predicting success when failure would result). Concerns about the distribution of headcount in college-level and developmental courses were also considerations in setting cut-off scores. In order to increase student and faculty acceptance of the use of test scores for placement purposes, a revised screening procedure was implemented for new student orientation and fall registration in 1983. A three-level system of cut-off scores was developed. Students below the STOP level were advised that they had little chance of success in courses related to the skills measured by the test; students with scores in the CAUTION level were advised to look at their high school performance and other factors before deciding on course selection; and students above the GO level seemed to have the skills needed to succeed. The revised screening procedure significantly increased developmental enrollments, and an analysis of the performance of students at various levels validated the cut-off scores. Screening materials and study data are appended. (AYC)

ED 246 935

JC 840 405

Latham, Jack

An American System of Staff Appraisal. Coombe Lodge Case Study. Information Bank Number 1017.

Further Education Staff Coll., Blagdon (England). Pub Date—Jun 75

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Evaluation, Community Colleges, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Student Evaluation of Teacher Performance, Two Year Colleges

Identifiers—*Dallas County Community College District TX, Richland College TX

Prepared for staff in the British further education system, this report describes and explains the formal staff assessment model used at Richland College, Texas. Introductory material describes the college, its student body, and its organization and structure. Next, the four components of the teacher evaluation system used in the Dallas Community College District are outlined. First, the use of student evaluations of teacher performance is discussed, with reference to the validity of the process, the involve-

ment of external agencies, the uses made of student evaluations, and informal feedback channels. Second, the process of classroom visitation by the division chair is described. Third, the self-appraisal process, which takes place in preparation for a formal interview with the division chair, is explained. Fourth, the formal appraisal interview, which seeks to reconcile the self-assessment and the opinion of the division chair, is reviewed. The next section focuses on the evaluation of senior staff, including the division chair, deans, and other non-teaching administrators. A section describing staff reactions to the appraisal system is followed by a short analysis of the relationship between faculty evaluation and staff development in the District. The final section points to some differences between the American and British educational systems which should be considered before any attempt to introduce the appraisal system in Great Britain. Appendices present forms illustrating various aspects of the appraisal system. (HB)

ED 246 936

JC 840 406

Jones, D. T. L.
Monitoring Student Progress and Publicizing the Results. Information Bank Number 1270.
Further Education Staff Coll., Blagdon (England).
Pub Date—3 Nov 76

Note—11p.; Paper presented at the Study Conference of the Further Education Staff College (Blagdon, Bristol, England, November 3, 1976).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Evaluation Criteria, *Evaluation Methods, Feedback, Foreign Countries, Information Dissemination, *Institutional Evaluation, *Program Evaluation, *Student Evaluation, Two Year Colleges
Identifiers—England

Arguing that assessments of student progress describe the consequences of the interaction of the multitude of elements that make up the educational system, this paper examines the three-tiered assessment system used at Redhill Technical College (RTC), in Surrey, England, to fulfill diagnostic and motivational functions for the college as a whole. Introductory material presents the student as part of a broad system, rather than as an isolated entity; argues that changes in the educational system will lead to changes in student performance; and suggests that student assessment should diagnose the weaknesses and strengths of the system which do not attach to particular students. After discussing the purposes to be served by assessing student progress and the success with which the college is operating in relation to the student, progress monitoring is examined in terms of its role as a diagnostic tool. The argument is put forth that student assessment should include the monitoring of information about the performance of the class as a whole, enrollments, and other aspects of the educational system, and the value of this kind of information for students and educators is underscored. Next, the monitoring system used at RTC is described, followed by a review of the three main tiers for the publication of assessment data: the principal's annual report to the governing body; the principal's annual report to the governing body; the presentation of departmental data to the academic board and other college bodies; and the report on departmental progress to members of the departments. (HB)

ED 246 937

JC 840 408

Smith, Ronald C.
Why Program Review?

Anchorage Community College, Alaska.

Pub Date—[84]

Note—28p.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, Program Effectiveness, *Program Evaluation, Two Year Colleges

Identifiers—*Anchorage Community College AK
The program review process described in this report was developed at Anchorage Community College (ACC) after 3 years of experimentation and adjustment. Following a brief overview of the factors that instigated the effort, the report sets forth the assumptions and definitions underpinning the review process. Next, a series of suggestions are presented for educators interested in developing a formative review process, followed by a schedule of review tasks and a statement on the composition of

the review committee. The report then outlines the performance criteria in the assessment of program quality; i.e., clear program goals; goal-congruent, instruction-related activities; consistency of the program with students' educational intent; integration of the curriculum with that of other programs and the institution as a whole; satisfactory vertical mobility (i.e., articulation with other ACC or university programs); effective personnel utilization; cost effectiveness; and strategic advantage. The next section identifies program review outcomes which include a program review data sheet containing information on enrollment history, student demographics, staffing patterns, degrees/certificates patterns, demand for the program, student follow-up, grades, staff development, budget, equipment, facilities, related programs, accreditation, and advisory committee liaison; and a status report placing the program in a positive, conditional, probation, or terminal category. Finally, a program review manual provides additional detail on the process, staff responsibilities, and the data sheet. (AYC)

ED 246 938

JC 840 409

Mills, Edward And Others
Determining the Economic Returns on Investment in Selected Occupational Education Programs: Executive Summary.

Center for Governmental Research, Inc., Rochester, NY.; Monroe Community Coll., Rochester, NY.

Spons Agency—New York State Education Dept., Albany.

Pub Date—Sep 83

Grant—VEA-53-83-9101

Note—9p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Graduates, Employer Attitudes, *Employment Patterns, Job Training, Labor Needs, *Labor Supply, *Outcomes of Education, Program Costs, *Salaries, State Surveys, *Technical Education, Two Year Colleges
A study was conducted in New York State to quantify the investment made in selected occupational programs at public two-year colleges and the returns from this investment to graduates, employers, and the state government. A survey was mailed to a representative sample of New York State employers with 100 or more employees, covering areas of technician hiring practices, salary differentials based on education and experience, training preferences, and alternative hiring preferences. In addition, a sample of 15 public two-year colleges was surveyed for information on technical training costs, placement information, number of graduates, revenue sources, and related topics. Survey responses from 85 of 152 firms and 11 of 15 colleges were synthesized to produce estimates of training costs in data processing, health service/paramedical, engineering/mechanical, and business/commerce technologies; and estimates of the benefit streams derived. Study findings included the following: (1) employers indicated that schools were not a major source of skilled workers; (2) on a statewide basis there was a misalignment between the supply of graduates in the disciplines and the positions available in those disciplines; and (3) in health service/paramedical fields, and to some extent in business/commerce, the salary differential for two-year college graduates was not enough to create competitive rate of return over a 10 to 20 year period. The study report discusses the implications of the findings for educational policy and future study. (HB)

ED 246 939

JC 840 410

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Process Manual for Program Implementation.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—84

Note—56p.; For related documents, see ED 243 561-563.

Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Outreach Programs, *Parent Education, Program Descriptions, Student Recruitment, Two Year Colleges, *Volunteer Training

This manual describes and evaluates the implementation of Project BEST-PAL (Basic Education

Skills Through-Parent Affective Learning), Brevard Community College's special demonstration training project intended to return adults who have dropped out of the educational system back into the learning environment by bringing them to parenting classes offered in their own neighborhoods by trained volunteers coming from these communities. Following an introduction to the processes used in Project BEST-PAL, the report outlines the project's activities, including: (1) a door-to-door assessment of parenting education needs; (2) the development of learning modules, which addressed parenting topics while building in instruction in reading and writing skills; (3) the recruitment of volunteer sponsors to teach the parenting classes; (4) the involvement of Adult Basic Education Teacher/Recruiter/Counselors (ABE/TRC's) in training and working with the volunteer sponsors; (5) interaction with other community agencies serving undereducated adults; (6) the preparation of general publicity materials; (7) the training of the volunteer sponsors; and (8) the conduct of the BEST-PAL outreach classes. The next section provides evaluation results based on the responses of the volunteer sponsors, ABE/TRC's, and parents. Finally, conclusions and recommendations are provided. Extensive appendices provide materials illustrating various aspects of the project. (AYC)

ED 246 940

JC 840 411

Burke, Sherry W. Winner, Connie
Faculty Growth through Industrial Training.

Delaware Technical and Community Coll., Wilmington.

Pub Date—26 May 83

Note—77p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Community Colleges, *Faculty Development, *Industrial Training, *On the Job Training, Professional Continuing Education, *School Business Relationship, Two Year Colleges

This report describes and illustrates a number of aspects of the faculty development program at Delaware Technical and Community College (DTCC). After an introductory section providing a brief history of DTCC and the growth of its involvement in industrial training programs for local firms, section II presents guidelines for successfully implementing industrial training programs. The guidelines indicate that: (1) the administration must agree that a program is needed; (2) a program coordinator must be appointed; (3) the faculty must be oriented to participate; (4) program guidelines must be established; (5) the program must be planned strategically; (6) intensive programs must be developed to train faculty members to participate; and (7) the program must be evaluated. Section III presents a discussion of strategic planning and its appropriateness for industrial training programs. In section IV, efforts to promote faculty growth at DTCC are illustrated with materials from a "Train the Trainer" workshop, which prepares faculty to go into industry. Finally, section V examines ways of linking faculty growth to industrial training, providing a form used to develop individual and departmental growth plans and including as an example the plan developed by the Dental Hygiene Department. (HB)

ED 246 941

JC 840 412

Harris, Mathilda E.

Internationalizing Curricula: Articulation between 2 & 4 Year Colleges & Universities.

Pub Date—Mar 84

Note—9p.; Paper presented at the Annual Convention of the International Studies Association (25th, Atlanta, GA, March 27-31, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Curriculum, Colleges, Consortia, Higher Education, *Intercollegiate Cooperation, *Interdisciplinary Approach, International Educational Exchange, *International Studies, *Program Development, Study Abroad, Two Year Colleges, Universities

Initial efforts to internationalize the curricula in two-year colleges in the Pacific Northwest were met with a number of barriers, including an unwillingness by four-year institutions to recognize the two-year college programs and implement revisions of their own programs, funding problems, and state-level skepticism of the need for international education. These problems have been dealt with to

a large extent through the Northwest International Education Association, a consortium of 40 colleges and universities, which has obtained grants to implement curricular revisions in international studies, to coordinate the efforts of two- and four-year colleges, and to set up direct links with the business community. The consortium has also sponsored training programs, summer institutes, and research abroad programs for two- and four-year faculty. International education in Oregon has been further supported by the recommendations of the Governor's Commission on Foreign Languages and International Studies. Based on the experiences of educators in the Pacific Northwest, a series of steps can be identified as necessary to assure the articulation between two- and four-year colleges in the area of international education, including: (1) recognizing the importance of incorporating international education in all disciplines; (2) gaining support of college administrators and trustees; (3) applying for grants; (4) involving faculty in articulation discussions; and (5) assuring substantive faculty training programs. (HB)

ED 246 942 JC 840 413

Carbone, Gilbert J. Torgerson, Alan
A Learning Assistance Support System for the
Washington Community College System.
Washington State Board for Community Coll. Education, Olympia.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Dec 83

Grant—GOO-8102451

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Databases, *Developmental Studies Programs, Information Dissemination, *Instructional Development, *Remedial Programs, State Programs, Two Year Colleges

Identifiers—*Washington

In recognition of the need to improve the delivery of basic skills instruction and other learning assistance services to its students, the Washington community colleges established a statewide support system to encourage resource sharing, promote professional growth, and assess the status of developmental education in the state's 27 two-year colleges. A major aspect of the project was the development of a computerized database of information on teaching strategies, project reports, and research studies. During the course of the project, brief descriptions of 900 such resources were indexed using a system of 28 general topics and 28 specific program items. Other project activities included 5 faculty workshops on technical subjects, 2 general interest statewide meetings, the production of 13 videotapes showing exemplary programs and instructional techniques, the establishment of a statewide professional organization for developmental educators, and the publication of 30 newsletters and bulletins describing aspects of learning assistance programs. Project outcomes included the publication of a planning document, "Platform for Excellence," which reviewed the status of developmental education and offered policy recommendations for developmental education services through the 1980's. (Author/HB)

ED 246 943 JC 840 414

Doherty, Frank J. Vaughan, George B.
The Academic Performance of Piedmont Virginia Community College Transfer Students at the University of Virginia. Research Report 5-84.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Jul 84

Note—39p.; Supported by funds from Title III of the Higher Education Act of 1965 as amended.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Admission (School), College Graduates, *College Transfer Students, Dropouts, *Educational Attainment, Grade Point Average, Higher Education, *Two Year College Students, Universities

Identifiers—*University of Virginia

A study was conducted to assess the academic performance of students who transferred from Piedmont Virginia Community College (PVCC) to the University of Virginia (UVA), using information on student application and acceptance rates, test

scores, grade point averages (GPA's), and graduation rates. Data supplied by UVA on 291 students who transferred to the university from PVCC between 1978 and 1983 revealed that: (1) 68% of the PVCC students who applied to UVA were accepted; (2) since 1981, the number of PVCC students applying had increased and the percentage accepted had decreased; (3) 20% of the transfers had previously been denied admission to UVA; (4) generally, the GPA's of PVCC transfers compared favorably with those of non-transfer students by the end of the third year of college; (5) approximately 75% of the transfers ultimately graduated from UVA, with the highest graduation rate in the School of Education (89%) and the lowest in the Schools of Architecture and Engineering (50% each); (6) the average grade of those transfer students who did not graduate from UVA was a C+, which indicated that they failed to graduate for reasons other than scholastic performance; and (7) PVCC graduates and students who transferred from PVCC prior to graduation received degrees at UVA at about the same rate. (Author/HB)

ED 246 944 JC 840 415

Wagner, Thomas E. Dziech, Billie Wright
Faculty Pay in an Age of High Technology.

Pub Date—Apr 83

Note—18p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (63rd, New Orleans, LA, April 24-27, 1983).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Community Colleges, Higher Education, *Liberal Arts, *Personnel Policy, School Business Relationship, *Teacher Employment, *Teacher Salaries, *Technical Education, Universities

These two papers present opposing arguments regarding the issue of using market factors to determine faculty salaries. In the first paper, Thomas E. Wagner begins by outlining factors that are relevant to determining faculty pay, including years of service, academic rank, teaching ability, research and scholarship, community and institutional service, type and location of the college, and market value of the professor's discipline. Next, five approaches to determining institutional salary rates are highlighted and the applicability of the principle of "pay for market value" to each of the models is discussed. Finally, Wagner describes the method of determining faculty salaries used at Oakland University, which uses a combination of years of service, rank, market value, and merit component. In the second paper, Billie Wright Dziech argues against market value salary structures, indicating that the current competition with business and industry is a temporary, rather than a permanent condition. She urges colleges to be cautious about institutionalizing the practice, stressing that community colleges cannot compete financially with business and industry, that these institutions lack the flexibility to respond to fluctuations in the market place with salary cuts and lay offs of tenured personnel, that wide gaps in compensation promote internal conflict, and that devaluing the salaries of humanities faculty undermines the intrinsic values of higher education. (HB)

ED 246 945 JC 840 416

Martorana, S. V. Garland, Peter H.

Highlights and Overview of Actions in 1983 State Legislative Sessions Affecting Community and Two-Year Technical Colleges: A Report to the National Council of State Directors of Community and Junior Colleges.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Spons Agency—National Council of State Directors of Community-Junior Colleges.

Pub Date—Jun 84

Note—19p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, College Administration, College Programs, *Community Colleges, Educational Finance, *Educational Legislation, *Educational Trends, National Surveys, School Personnel, *State Legislation, *Two Year Colleges

Since 1975, the Center for the Study of Higher Education, the Pennsylvania State University, and the National Council of State Directors of Commu-

nity and Junior Colleges have cooperated in an annual review of state legislation affecting two-year colleges. The purpose of the reviews has been to identify and analyze pertinent legislation throughout the United States and to probe the issues which attract public policy action and attention. An analysis of 1983 legislation, based on information provided by state officials in all 50 states and 4 U.S. territories, revealed that: (1) 1,127 pieces of legislation encompassing 1,198 relevant issues or topics were reported; (2) of these, 54.4% had been enacted, 23.9% were pending, and 21.7% were not enacted; (3) finances and administrative issues were the major legislative concerns, representing 29.6% and 28.3% of the legislation introduced, respectively; (4) 17.4% dealt with personnel questions, with the most frequently addressed issue being employment benefits; (5) the amount of legislation increased by 28.7% over 1982, showing a tenfold increase since reporting began in 1976; and (6) when state directors were asked to rank the importance of various pieces of legislation, financial issues comprised 37.2% of the items deemed important. (HB)

ED 246 946 JC 840 417

MacGugan, Kirk W.
East/West Attitudes toward the Handicapped and Their Presence in Postsecondary Education in Hawaii.

Pub Date—80

Note—91p.; Ed.D. Dissertation, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Community Colleges, *Cultural Differences, *Disabilities, Literature Reviews, Mainstreaming, *Non Western Civilization, *Social Attitudes, *Teacher Attitudes, Two Year Colleges, *Two Year College Students, *Western Civilization

Identifiers—*Hawaii

The study described in this report was conducted to investigate cultural differences in attitudes toward the handicapped and their presence in postsecondary institutions in Hawaii among faculty with Eastern and Western cultural backgrounds. Chapter I discusses the background and significance of the study, citing the multi-cultural make-up of Hawaii, reactions among community college faculty to recent educational accessibility laws, and information about cultural attitude barriers toward the handicapped that were revealed through U.S. involvement in the Vietnam War and the White House Conference on Handicapped Individuals. This chapter also outlines research questions, defines terms, and states the study's assumptions and limitations. Following a review of related literature given in chapter II, chapter III discusses the procedures and methods of the study which involved an examination of historical, sociological, and psychological research on attitudinal differences between Westerners and Easterners toward illness, disabilities, and handicaps; and a survey of Leeward and Kapiolani Community College faculty concerning handicapping conditions and the treatment of the handicapped. Chapter IV presents results indicating that historically and culturally, Easterners and Westerners did perceive and treat disabled persons differently; that some of these perceptions were evident among faculty members; and that both cultures exhibited a tendency to isolate the disabled population. Finally, chapter V offers interpretations, conclusions, observations, and recommendations. The questionnaire and a bibliography are appended. (HB)

ED 246 947 JC 840 419

Views from the Field on Community College Transfer: Testimony to the Ad Hoc Committee on Community College Transfer of the California Postsecondary Education Commission. Supplement.

California State Postsecondary Education Commission, Sacramento.

Pub Date—[84]

Note—29p.; For the original report, see ED 244 669.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), College Role, *College Transfer Students, *Community Colleges, Data Collection, Honors Curriculum, Humanities Instruction, Liberal Arts, Program Effectiveness, Research Problems, *Transfer Pol-

icy, *Transfer Programs, Two Year Colleges, Two Year College Students
 Identifiers—*California, *Maricopa County Community College District AZ

This supplementary report presents testimony on the community college transfer function given to the California Postsecondary Education Commission's Ad Hoc Committee on Community College Transfer. First, Paul Elmer discusses developments related to transfer and articulation with four-year institutions within the Maricopa Community College District (MCCD). Following background information on the district, Elmer discusses MCCD involvement in national projects conducted to develop transfer programs and improve humanities instruction; describes transfer developments in Arizona; and examines the district's course equivalency system, honors programs, and a transfer opportunity program at South Mountain Community College. He then responds to the Committee's questions regarding tuition, remedial programs, counseling, adult education, trends in student interest and course openings, and Hispanic enrollments. Next, Arthur Cohen begins his testimony by underscoring the importance of the transfer function in light of the fact that community colleges serve as the first point of entry to higher education for many who would not otherwise be able to attend college. He then considers problems in assessing the effectiveness of the transfer function, distinguishes transfer programs from liberal arts programs, discusses ways in which the transfer function can be enhanced, and suggests ways the Ad Hoc Committee could serve its purposes. Finally, minutes of the June 11, 1984, meeting of the Committee are presented. (HB)

ED 246 948 JC 840 420

Bender, Louis W. Conrad, Lora P.

Word Processing and Microcomputers in Small Two-Year Colleges: A National Study.

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

Spons Agency—State and Regional Higher Education Center, Florida.

Pub Date—Dec 83

Note—36p; Support for the research activities also provided by Northwest Alabama State Junior College.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Planning, Computer Software, Educational Technology, *Educational Trends, *Information Systems, *Microcomputers, National Surveys, *Small Colleges, *Two Year Colleges, *Word Processing

A national study was conducted to assess the current and planned use of word processors and microcomputers in small two-year colleges. Questionnaires were sent to 305 colleges with an enrollment of 3,000 students or less, requesting information on the present status of and future plans for word processor and microcomputer procurement, use, and staffing; hardware and software trends and patterns; policies guiding decisions on purchasing, operating, staffing, and locating equipment; and suggestions on the use of microcomputers in small colleges. Based on responses from 168 of the colleges, study findings revealed: (1) 88% of the respondents reported the current use of word processors, with 60% of these respondents using dedicated word processors; (2) 51% of the word processing use was for direct instructional application, 31% for administrative application, and 18% for instructional support; (3) over 91% of the colleges reported having at least one microcomputer on campus; (4) 81% of the colleges projected the acquisition of additional microcomputers over the next 3 years to an average of 25 units per institution; and (5) the major programming language used in the colleges was BASIC, which was used by 94% of the respondents. The report includes discussions of information systems in small two-year colleges, the implications of study findings, and future directions in the areas of hardware and software, personnel, and policies. (HB)

ED 246 949 JC 840 421

Assessment Atlas, 1982-83.

Yosemite Community Coll. District, Modesto, CA. Pub Date—[83]

Note—83p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Administration, College Faculty, Community Colleges, Departments, Ed-

ucational Facilities, Educational Finance, Enrollment, *Institutional Characteristics, *Multicampus Districts, School Personnel, School Statistics, Student Characteristics, Two Year Colleges, *Two Year College Students

Designed to provide information of value in establishing a base for decisionmaking in the Yosemite Community College District (YCCD), this assessment atlas graphically presents statistical data on the District as a whole, its two campuses, and YCCD Central Services for 1982-83. After an introduction to the use of the assessment atlas and information systems, districtwide data are provided on instructional and non-instructional staff, financial expenditures, services (including method of instruction by term and sections/enrollments), facilities, and student enrollment data by age, sex, ethnicity, number of units carried, week, and time of day. The following sections present the same breakdown of information for Columbia College and its 13 departments and program areas and for Modesto Junior College and its 16 departments and program areas. Finally, information is provided on staff and finances for YCCD Central Services (i.e., the Superintendent's Office, the Assistant Superintendent for Business Services' Office, the Personnel Office, and the Resource Development Office). The report includes a glossary of terms and a bibliography of support data. (HB)

ED 246 950 JC 840 422

Assessment Guide.

Yosemite Community Coll. District, Modesto, CA. Pub Date—4 Oct 83

Note—76p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Budgeting, *College Planning, Community Colleges, *Educational Finance, *Evaluation Methods, Financial Policy, *Institutional Evaluation, Multicampus Districts, *Program Evaluation, *Self Evaluation (Groups), Two Year Colleges

The assessment process outlined in this guidebook was designed to provide an overall plan and structure for the ongoing review and updating of all undertakings in the Yosemite Community College District (YCCD). First, an overview of the assessment process outlines its three major elements: the basic information system; periodic reviews conducted at the unit, college, and district levels; and the revisions and reallocations called for by the review process. After a discussion in section I of planning in general, section II presents information on the annual review and planning process used at the unit level, including a discussion of pre-planning steps and ways of developing the operational plan. Section III describes the planning process at the college level, covering mission, goals, and priorities and instructions for college-level review. Section IV discusses the process of financial accounting in California's community colleges, providing an overview of the categories into which all funds and accounts must be consolidated and the classification of revenues and other financial resources. Finally, section V describes the financial accounting process used in YCCD, including information on the district's accounting code structure and a schedule of revenue and expenditure codes. The guidebook provides the forms to be used in the assessment process at the unit, college, and district levels. (HB)

ED 246 951 JC 840 423

Alkin, Marvin C. White, Peter

EOPS Operational Program Review: Qualitative Evaluations, 1983-1984. Final Report.

Educational Evaluation Associates, Los Angeles, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jun 84

Note—76p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, *Ancillary School Services, Community Colleges, Educationally Disadvantaged, Federal Programs, *Outreach Programs, *Program Effectiveness, Program Evaluation, *Program Improvement, State Surveys, Student Recruitment, Tutorial Programs, Two Year Colleges

Identifiers—*Educational Opportunity Programs and Services CA

Focusing on the qualitative component of the 1983-84 Operational Program Reviews (OPRs) of

Educational Opportunity Programs and Services (EOPS) in California's community colleges, this report presents the information collected by a qualitative evaluator at 14 EOPS projects in California and assesses program strengths and weaknesses. The first part of the report provides an overview of the OPR process, which seeks to provide formative evaluation information to EOPS Directors and descriptive data on EOPS students and projects for systemwide aggregation. Information is presented on OPR purposes, methods, and sources of information. The second part of the report contains findings and recommendations, covering: (1) general findings regarding EOPS clientele, eligibility criteria, financial aid, services, and personnel, with descriptions of counseling, tutoring, and recruitment/outreach as the primary services; (2) findings regarding the characteristic ways that various EOPS services are provided within the projects and the relationship of the project to the rest of the college; (3) the qualitative evaluator's recommendations concerning space allocation, tutoring, counselors, outreach/recruitment, and general campus image for each of the 14 colleges; and (4) additional observations with respect to the appropriate use of EOPS resources, the administrative use of EOPS project plans and data, and the need for additional monitoring procedures. (HB)

ED 246 952 JC 840 424

Simpson, William M. Koehler, C. Russell

A Pilot Program to Recruit, Orient, and Use Classroom Volunteers to Assist ABE/ESL Faculty.

Olympic Coll., Bremerton, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—84

Note—32p; For related documents, see JC 840 425-427.

Available from—ABE/310 Materials, Learning Center, Highline Community College, Midway, WA 98032 (free while supplies last).

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Community Colleges, *English (Second Language), Program Descriptions, Program Evaluation, Teacher Attitudes, *Teaching Assistants, *Tutorial Programs, Tutors, Two Year Colleges, Volunteers, *Volunteer Training

The pilot project described and evaluated in this report was conducted at Olympic College to test the assignment of volunteer classroom assistants under the supervision of Adult Basic Education (ABE) and English as a Second Language (ESL) instructors to help individualize classroom instruction. Section I introduces the project, the college and its surrounding area, the problems associated with the high demand for ABE and ESL instruction, the purposes of the project, the number and types of students to be served, and the products to be developed (i.e., handbooks for volunteer tutors, volunteer tutor coordinators, and ABE/ESL faculty). Sections II and III examine the procedures and results of the project, focusing on a needs assessment of instructional staff and their attitudes toward the project; volunteer recruitment and employment; volunteer tutor orientation; and the development of the three handbooks. In section IV, the pilot project is evaluated in terms of its seven stated objectives and instructors' comments on the project, indicating that all goals had been met and that the instructors were unanimous in their support of the program's continuation. Section IV also includes a discussion of the major strengths of the project, citing the importance of faculty input into the project design, the critical role played by the Project Coordinator, and the value of the handbooks. Section V provides a summary and recommendations for institutions considering similar programs. Questionnaires and evaluation instruments are appended. (AYC)

ED 246 953 JC 840 425

Koehler, C. Russell

Handbook for Coordinators of ABE/ESL Classroom Volunteers.

Olympic Coll., Bremerton, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 84

Note—137p; For related documents, see JC 840 424-427.

Available from—ABE/310 Materials, Learning Center, Highline Community College, Midway,

WA 98032 (free while supplies last).
Pub Type—Guides - Non-Classroom (055)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—*Adult Basic Education, Community Colleges, *Coordinators, *English (Second Language), Orientation, *Recruitment, Teaching Assistants, Two Year Colleges, *Volunteers, *Volunteer Training

Designed for volunteer coordinators in Olympic College's Adult Education Volunteer Classroom Assistant Project, this handbook provides a rationale for each of the coordinators' responsibilities and details procedures for carrying out these functions. Section I provides an overview of the role of the volunteer coordinators, who are responsible for recruiting, training, employing, supervising, and rewarding classroom volunteers in Adult Basic Education (ABE) and English as a Second Language (ESL) classes. Section II focuses on volunteer recruitment, including information on maintaining mailing lists; samples of help wanted ads, news releases, posters, leaflets, letters soliciting volunteers from teacher education and foreign language departments and individual offices and agencies, and memos to instructors and volunteers; and a questionnaire to determine volunteers' reactions to the project. Section III contains information and forms pertaining to volunteer employment, covering application, interview, assessment, and placement procedures. Section IV contains a complete volunteer orientation guide, which includes handouts, information to be covered, exercises, discussion questions, and an evaluation sheet. In section V, information and sample forms are provided detailing the coordinators' responsibilities for volunteer supervision and maintenance of records. Section VI examines procedures for program evaluation. Finally, sections VII and VIII look at the needs for volunteer recognition and staff development. Recruitment mailing lists are appended. (AYC)

ED 246 954 JC 840 426

Koehler, C. Russell

Classroom Supervision of Volunteers: Handbook for Instructors.

Olympic Coll., Bremerton, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 84

Note—20p.; For related documents, see JC 840 424-427.

Available from—ABE/310 Materials, Learning Center, Highline Community College, Midway, WA 98032 (free while supplies last).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, College Faculty, Community Colleges, *English (Second Language), Illiteracy, *Teacher Role, *Teaching Assistants, Two Year Colleges, *Volunteers, Volunteer Training

Designed for Adult Basic Education (ABE) and English as a Second Language (ESL) instructors at Olympic College, this handbook provides information on the college's efforts to train volunteers as classroom assistants in ABE/ESL education, as well as guidelines for working with volunteers. The first section of the handbook provides background on the Adult Education Volunteer Classroom Assistant Project, the purposes of the handbook, the magnitude of the functional illiteracy problems in Kitsap and Mason Counties, and the potential benefits of using volunteers to meet instructional needs. The next section describes how volunteers are recruited and selected for Olympic College classroom work, focusing on the volunteer orientation program and its objectives. The next section indicates what volunteers may be expected to do and includes a volunteer job description. A discussion of the need to plan specific activities for volunteers is followed by guidelines for supervising volunteers, which present information on volunteer time-keeping, attendances, and use of instructional resources; the visits of volunteer coordinators to the classroom; evaluation of volunteer services; and supervisory tips. Following a list of the rights and responsibilities of volunteers, the handbook concludes with a discussion of ways of recognizing their contributions. An evaluation form for ABE/ESL volunteers is included. (AYC)

ED 246 955 JC 840 427

Koehler, C. Russell

Handbook for Volunteers: Adult Education Program.

Olympic Coll., Bremerton, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 84

Note—23p.; For related documents, see JC 840 424-426.

Available from—ABE/310 Materials, Learning Center, Highline Community College, Midway, WA 98032 (free while supplies last).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Community Colleges, *English (Second Language), *Teaching Assistants, *Tutorial Programs, Tutors, Two Year Colleges, *Volunteers, *Volunteer Training

Designed for volunteers in Olympic College's Adult Education Volunteer Classroom Assistant Project, this handbook discusses volunteer tutors' roles, characteristics of Adult Basic Education (ABE) and English as a Second Language (ESL) students, suggested teaching techniques, tips for working with instructors, and college policies and regulations. The first section provides profiles of the types of people enrolled in ABE/ESL programs at Olympic College and offers statistics on the need for ABE/ESL instruction in the surrounding counties. The next section provides an overview of ABE education at the college and literacy efforts undertaken by other community groups. The need for volunteers to alleviate funding problems and excessively large classes is underscored prior to a discussion of the roles volunteers can play in the classroom (e.g., individual or small group tutoring, overseeing students in problem solving and special study, and conducting supervised group sessions or drill work) and outside the classroom (e.g., recruiting other volunteers, volunteering to tutor in students' homes, and voicing concerns to legislators). Next, a job description is provided for ABE/ESL classroom volunteers and the steps involved in program participation are outlined. Then, routine procedures are outlined for documenting time; keeping in touch with the teacher, other volunteers, and the volunteer coordinator; and using campus services. A list of classroom tips and 2 sample log sheets conclude the manual. (AYC)

ED 246 956 JC 840 428

LeCroy, R. Jan

The Dallas Quest for Quality: The College Becomes a Learning Society.

Pub Date—4 Apr 84

Note—10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Environment, Community Colleges, *Faculty Development, *Management Development, *Organizational Development, Program Description, Two Year Colleges

Identifiers—*Dallas County Community College District TX

As part of the process of redefining institutional growth and vitality, the Dallas Community College District is attempting to become a "learning society," that is, an institution which is capable of on-going critical self-examination, which is process-oriented, and which encourages the development of new ideas. The major components involved in achieving this goal are: (1) becoming a community with a strong core of shared values based on behaviors that enhance the work environment, such as trust, honesty, fairness, cooperation, creativity, and risk taking; (2) encouraging staff to become more responsible with respect to their own behaviors; and (3) creating more options and more time for growth using strategies such as setting aside work days during which administrators read, write, and plan for professional growth; using resource consultants to provide logistical support for administrators; developing a comprehensive council structure to encourage grassroots involvement in decision making; and encouraging free-forming groups to pursue innovative and creative activities. As the District personnel focus on their values, become more self-aware, and develop more options for professional growth, they are becoming a community capable of stimulating and supporting each other. "A Commitment Statement of the Dallas Community College District: Organizational Values" is appended. (HB)

ED 246 957 JC 840 429

Wattenbarger, James L.

Community Colleges in the South. Southern Association of Community and Junior Colleges Occasional Paper; Volume 2, Number 2.

Southern Association of Community and Junior Colleges.

Pub Date—Jul 84

Note—8p.

Available from—Editor, Southern Association of Community and Junior Colleges Occasional Papers, Piedmont Virginia Community College, Charlottesville, VA 22901 (\$1.00).

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Trends, Enrollment Trends, *Regional Characteristics, Regional Programs, State Surveys, *Statewide Planning, Two Year Colleges, Two Year College Students

Identifiers—*United States (South)

Information and statistics on community colleges in the southern United States are presented in this paper. First, trends in the member states of the Southern Regional Education Board (i.e., Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia) are presented, including a ninefold increase in student enrollments between 1963 and 1982; an increase in the number of community colleges from 222 to 413 during the same period; and an increase in the proportion of national community college enrollments coming from the 14 southern states from 16% in 1963 to 27% in 1982. Next, profiles of community college education in each of the states are presented, including data on the number of colleges in the state, enrollment trends over the last two decades and projections for the future, brief histories of developments in the community colleges in the last 20 years, the strengths and weaknesses of the colleges, and strategies for future consolidation and growth. Finally, a summary of trends and problems in the colleges highlights a change in seven states from giving little or no attention to community colleges to having well-developed state systems; minority student participation at the colleges at levels equal to or higher than their ratio to the total population; and the need to improve developmental/remedial education and articulation with secondary schools. (HB)

ED 246 958 JC 840 431

Riley, Michelle

The Community College General Academic Assessment: St. Louis Community College, 1984.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—22 May 84

Note—52p.; For related documents, see JC 840 432-433.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Transfer Students, Community Colleges, Correlation, Educational Background, Ethnic Groups, *Liberal Arts, Multicampus Districts, Racial Composition, Scores, Self Evaluation (Individuals), *Student Characteristics, Two Year Colleges, *Two Year College Students, Urban Education

Identifiers—*General Academic Assessment, *Saint Louis Community College MO

Information is provided on the characteristics of St. Louis Community College (SLCC) students and their general education and liberal arts knowledge. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 1,198 SLCC students who completed the GAA are outlined. The bulk of the report consists of tabular presentations of findings, covering: (1) means on GAA scales by age, number of completed college units, location of high school from which student graduated, highest degree held, when student anticipated receiving the associate degree, reason for attending college, race, whether or not English was the native language, career aspirations, and self-rating on scale-related skill; (2) means and percent change of means on GAA scales by number

of completed courses in scale-related curriculum, and on total liberal arts scale by total number of completed college units; (3) number of completed math, English, social science, humanities, science, and total courses by race; and (4) means on discipline scales by race and related courses taken. (HB)

ED 246 959 JC 840 432

Riley, Michelle

The Community College General Academic Assessment: Combined Districts, 1983-84. Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—22 May 84

Note—59p.; For related documents, see JC 840 431-433.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Transfer Students, Community Colleges, Correlation, Educational Background, Ethnic Groups, *Liberal Arts, Multicampus Districts, Racial Composition, Scores, Self Evaluation (Individuals), *Student Characteristics, Two Year Colleges, *Two Year College Students, Urban Education

Identifiers—*General Academic Assessment

Information is provided on the characteristics and general education and liberal arts knowledge of students attending four community college districts: Los Angeles Community College District, Miami-Dade Community College District, St. Louis Community College, and the City Colleges of Chicago. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 8,026 community college students who completed the GAA (representing 3% of the total population in the four districts) are outlined. The bulk of the report consists of tabular presentations of findings, covering: (1) means on GAA scales by age, number of completed college units, location of the high school from which the student graduated, highest degree held, the anticipated date of obtaining the associate degree, reason for attending college, race, whether or not English was the native language, career aspirations, and self-rating on scale-related skill; (2) means and percent change of means on GAA scales by number of completed courses, and on total liberal arts scale by total number of completed college units; (3) number of completed courses in various disciplines by race; and (4) means on discipline scales by race and related courses taken. The GAA student survey is appended. (HB)

ED 246 960 JC 840 433

Riley, Michelle

The Community College General Academic Assessment: City Colleges of Chicago, 1984. Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—3 Jul 84

Note—58p.; For related documents, see JC 840 431-432.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Transfer Students, Community Colleges, Correlation, Educational Background, Ethnic Groups, *Liberal Arts, Minority Groups, Multicampus Districts, Racial Composition, Scores, Self Evaluation (Individuals), *Student Characteristics, Two Year Colleges, *Two Year College Students, Urban Education

Identifiers—*City Colleges of Chicago IL, *General Academic Assessment

Information is provided on the characteristics of students attending the City Colleges of Chicago (CCC) and their general education and liberal arts knowledge. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of

skills, and liberal arts background. Next, the characteristics of the sample of 2,064 CCC students who completed the GAA (representing 3% of the total district population) are outlined. The bulk of the report consists of tabular presentations of findings, covering: (1) means on GAA scales by age, number of completed college units, location of the high school from which the student graduated, highest degree held, the anticipated date of obtaining the associate degree, reason for attending college, race, whether or not English is the native language, career aspirations, and self-rating on scale-related skill; (2) means and percent change of means on GAA scales by number of completed courses, and on total liberal arts scale by total number of completed college units; (3) number of completed courses in various disciplines by race; and (4) means on discipline scales by race and related courses taken. (HB)

ED 246 961 JC 840 434

Hekimian, Shirley

Criteria for the Institutional Evaluation of Community College Staff Development Programs. Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date—84

Note—68p.; Appendix A may be marginally legible due to small print.

Pub Type—Information Analyses (070) — Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Evaluation Criteria, *Evaluation Methods, *Program Administration, *Program Evaluation, School Surveys, *Staff Development, Two Year Colleges

Identifiers—Context Input Process Product Evaluation Model

This three-part report provides a literature review on the evaluation of community college staff development programs, reports on a study conducted to identify and validate evaluation criteria, and suggests a process for the use of these criteria in program evaluation. Part I reviews literature focusing on staff and program development, terminological considerations, special efforts in Florida's community colleges, the need for program evaluation, and evaluation and decision making. Part II presents the methodology and findings of a study which sought to: (1) identify and validate criteria for the institutional evaluation of staff and program development programs; (2) demonstrate the utility of the Stufflebeam Context-Input-Process-Product (CIPP) model of evaluation; and (3) investigate whether different groups served by staff development programs varied in their perceptions of the importance of identified evaluation criteria. Finally, part III presents a process for the utilization of the validated evaluation criteria, using a Stufflebeam CIPP framework. For each of four decision-making areas, planning (Context), procedural design (Input), program implementation (Process), and outcomes (Product), objectives and criteria are enumerated. Appendices provide the questionnaire used to validate the evaluation criteria and a list of references. (HB)

ED 246 962 JC 840 435

Van Eno, Sharon

A Study of the Organization and Budgeting Process of the Connecticut and California Community Colleges: What Can Be Learned from the Contrast?

Pub Date—30 Jun 84

Note—41p.; Graduate seminar paper, Pepperdine University.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Educational Finance, Educational History, *Financial Support, Government Role, Government School Relationship, *School District Autonomy, State Aid, *State Legislation, State Surveys, Two Year Colleges

Identifiers—*California, *Connecticut

Drawing from an extensive literature review and interviews with state officials, this paper examines the different methods used in the funding processes of the community colleges in Connecticut and California, traces the evolution of these funding systems, and offers recommendations on how the two states can learn from the recent changes each has encountered. Following introductory material on the present dissatisfaction with funding methods, the purpose of the study, and the significance of the problem, the paper looks at the basic organizational

structures and the budget processes of the two state systems. Next, updates are provided on recent changes in the states, highlighting funding problems that in Connecticut resulted in the creation of the Governor's Commission on Higher Education and the Economy and an extensive review of the budgeting process; and that in California resulted in a philosophical battle with the governor, the imposition of a \$50 per semester tuition charge, and the initiation of a differential funding study. Noting that as Connecticut moves toward less state control, California is moving toward more state control, the final section offers a series of recommendations for Connecticut decision makers to consider in continuing on a path of balanced state and local control and for California decision makers to consider in responding to the political, financial, and educational environment. A bibliography and financial data are appended. (AYC)

ED 246 963 JC 840 436

Albrecht, A. Spencer, D. C.

Flexistudy: A Development at Barnet College. Coombe Lodge Case Study. Information Bank Number 1351.

Further Education Staff Coll., Blagdon (England).

Pub Date—Jul 79

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Correspondence Study, *Extension Education, Foreign Countries, *Nontraditional Education, *Open Education, Postsecondary Education, Program Descriptions, Tutorial Programs

Identifiers—*Flexistudy (United Kingdom), United Kingdom

An outline is presented of Barnet College's flexistudy program, a system for providing a wider range of learning opportunities through a more flexible arrangement of course times and content to students who are unable to attend college regularly, who are too few in number to form a specialist class, or who wish to start school at some time other than September. After an introduction to the college, its objectives, and the student population, an overview of the operation of flexistudy is presented highlighting the role of tutorials arranged with personal tutors. Next, the modes of student recruitment, student selection policies, and entry requirements are discussed. Following this are sections on the use of written work and tutorial help, administrative concerns, student fees, staff payment, the financial basis of flexistudy, and student statistics. Next, a commentary on the flexistudy scheme emphasizes the student's freedom to enroll at any time during the year and to choose the pace at which he/she wishes to study; and presents arguments for and against flexistudy and traditional delivery systems in terms of the quality and cost of learning. Appendices include a discussion of the relationship between Barnet College and the National Extension College, Great Britain's only non-profit-making correspondence college offering courses to the general public; samples of student flexistudy programs; and various flexistudy forms. (HB)

ED 246 964 JC 840 437

Kemp, Donna, Ed.

Report of Survey on English Language Training in Canadian Colleges.

Association of Canadian Community Colleges, Toronto, (Ontario). International Bureau.

Pub Date—Apr 84

Note—66p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Curriculum, College Faculty, *Community Colleges, *English (Second Language), Foreign Countries, *Foreign Students, National Surveys, Questionnaires, Teacher Education, Teacher Qualifications, Tests, Textbooks, Two Year Colleges, *Two Year College Students

Identifiers—Canada

The status of English as a Second Language (ESL) instruction in Canada's community colleges is assessed in this report. Following an introduction to the concerns of the Association of Canadian Community Colleges (ACCC) with regard to ESL education, results are presented from a nationwide survey focusing on ESL programs, students, and teachers; ideals for ESL instruction; sources of the best teacher training; interest in standardization; and learning resources and tests. Next, a case is pres-

ented for the standardization of content, testing, and teacher training. A series of recommendations are presented to the member colleges of the ACCC for improving ESL education. The next section of the report presents a series of contributed articles: (1) "ESL Training for Overseas Students," by Charles Moss; (2) "ESL-EFL-ESP-EAP-EOP" by William Hanna; (3) "TESL Canada: The Issues at Hand," by Laura E. Ho; (4) "Towards a National ESL Policy," by Nicholas Elson; (5) "ESL Testing for College Entrance," by Ellen Cray; (6) "The Council of Second Language Programs in Canada," by Pierre Niedlspacher; (7) "1983 Introduction to 1979 Paper 'Syllabus in Transition'" by Marian Tyacke; (8) "Syllabus in Transition: From a Structure Base to a Communicative Base," by Marian Tyacke; and (9) "A Distance Program for Learning English as a Second Language," by Mary Selman. Appendices include the survey instrument and responses and list ACCC members. A summary of survey results written in French is also provided. (AYC)

ED 246 965 JC 840 438

Paori, Stephen M. Williamson, Thomas
A Vocational Articulation Model for Iowa-Secondary through Post-Secondary. Final Report.
Indian Hills Community Coll., Ottumwa, Iowa.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—30 Jun 84
Note—57p. Prepared in cooperation with Merged Area XV Local Education Agencies.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Articulation (Education), *College School Cooperation, Community Colleges, *Competency Based Education, High Schools, Program Descriptions, Program Evaluation, Transfer Policy, Two Year Colleges, *Vocational Education

This report presents the history and results of a vocational education articulation project conducted by Indian Hills Community College (IHCC) in cooperation with Merged Area XV Local Education Agencies. An abstract of the project outlines the institutions which cooperated in the project, the time covered by the project report, and the project's objectives and budget. Next, a chronology is presented of the major project activities from its inception in October 1981 through June 1984. Then, a project summary discusses the formation of a team of volunteer faculty from IHCC and area high schools whose task was to identify competencies, including conditions and criteria, as the basis for articulation in six vocational fields. After recommending a series of procedures for conducting similar articulation efforts elsewhere in Iowa, the report delineates obstacles experienced in carrying out the project. Finally, recommendations and conclusions are presented, highlighting the value of the task force approach as a method of communication and administration; in enhancing relationships and communication between high school and college teachers; and in developing a workable competency-based articulation model that is adaptable to the individual needs of educators and students. Appendices include a job description for the coordinator of the vocational articulation project; evaluations of the project by a consultant and task force members; and minutes of task force meetings. (HB)

ED 246 966 JC 840 439

Benne, Larry L.
Vocational Outreach Program.
Indian Hills Community Coll., Ottumwa, Iowa.
Spons Agency—Private Industry Council, Ottumwa, IA.

Pub Date—Jun 84
Note—30p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Employer Attitudes, *Employment Practices, Employment Projections, *Job Training, *Labor Conditions, *Labor Needs, Occupational Surveys, Program Evaluation, Questionnaires, Two Year Colleges

Identifiers—*Job Training Partnership Act 1982
A manpower study was conducted by Indian Hills Community College (IHCC) to gather local labor market information, determine training needs, and assess the effectiveness of IHCC's vocational programs. IHCC instructors from 20 vocational programs visited and conducted interviews with 347

private and public sector employers. Study findings included the following: (1) 56% of the employers anticipated no hiring in the next 12 months and 54% expected to hire from 1 to 20 new employees; (3) 70% of the employers indicated that they hired the majority of their employees with less than 4 years of experience; (4) 54% of the employers were not familiar or only somewhat familiar with the training opportunities available to them through the Job Training Partnership Act; (5) 23% of the employers who hired vocationally trained employees felt there should be additional emphasis on specific skill development in training programs, and 25% wanted more emphasis on positive work behavior and productivity; (6) newspaper advertising was the most commonly used method of seeking new employees; and (7) 89% of the employers indicated that they were not in a lay-off status. The study report includes the survey instrument, input from the local Private Industry Council, data on specific programs, evaluation data from the instructors involved in the study, and employer responses. (Author/HB)

ED 246 967 JC 840 440

Capps, Joan P.
Individualized Instruction Programs and Learning Centers.

Somerset County Coll., Somerville, NJ.
Pub Date—[84]
Note—10p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, Community Colleges, *Individualized Instruction, Program Descriptions, *Program Development, *Remedial Instruction, *Remedial Mathematics, Teacher Role, *Tutorial Programs, Two Year Colleges

Identifiers—*Mathematics Laboratories

With focus on improving the effectiveness of the Mathematics Laboratory at Somerset County College, this paper provides background information on individualized instruction programs and learning centers, assesses the current status of the Math Lab, and offers a series of recommendations for immediate implementation. The first sections set forth a series of 12 philosophical assumptions underpinning the learning center concept and identify the goals and objectives of learning centers. The next section argues for a definition of individualized instruction that takes into account appropriate teacher roles and behaviors as well as student activities; and identifies the components of a systems approach to individualized instruction as assessment of learner needs, diagnosis, prescription, interaction process, evaluation, reassessment, follow-up, and recycling. After presenting a hierarchy of learning improvement programs which places remedial courses at Level I, learning assistance for individual students at Level II, course-related learning services at Level III, and comprehensive learning systems at Level IV, a proposal is presented for moving the Somerset Math Lab from Level II to Level III and then Level IV. Following a set of specific recommendations for Math Lab utilization in fall 1984, the paper offers a proposal for the future of the Math Lab and developmental math courses at the college, focusing on instructional materials, management, student motivation, and staffing. (AYC)

ED 246 968 JC 840 441

Capps, Joan P.
Mathematics Laboratory Report: Activities during Academic Year, 1983-1984 [and] Plans for Academic Year, 1984-1985.

Somerset County Coll., Somerville, NJ.
Pub Date—[84]
Note—24p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, Community Colleges, High Risk Students, *Individualized Instruction, Program Descriptions, *Program Improvement, *Remedial Mathematics, Space Utilization, *Tutorial Programs, Two Year Colleges

Identifiers—*Mathematics Laboratories

During the 1983-84 academic year, a mathematics laboratory was established at Somerset County College to provide tutorial and testing services for high-risk students. This report describes and evaluates the first-year activities of the lab and proposes plans for increasing and evaluating the services and use of the lab during 1984-85. First, the report fo-

cuses on the initiation of the lab, the services provided, the successful elements of the math lab program, and problems encountered. Highlighted problems include the underutilization of tutor training in alternate forms of instruction, such as Keller's Personalized System of Instruction (PSI); and heavy student reliance on tutor/teacher explanations rather than audiovisual materials. Next, the report presents the plan for 1984-85, which includes workshops for teachers and students to increase awareness of the capabilities of the lab; teacher workshops on PSI; weekend workshops on special math topics; and the development of supplementary materials for various math courses. Next, plans for "seeding" a mathematics laboratory library of videotaped instructional material, computer-accessible resources, and teacher-developed audio-visual materials are presented; and the establishment of office space for the math lab coordinator is recommended. Finally, a research design for evaluating the lab in 1984-85 is presented including information on study questions, population and sample, variables, and analysis methods. Appendices include tutor salary information, the math lab schedule, and the floor plan proposed for the lab. (AYC)

ED 246 969 JC 840 442

Capps, Joan P.
Mathematics Laboratory and Personalized System of Instruction: A Workshop Presentation.

Somerset County Coll., Somerville, NJ.
Pub Date—[84]
Note—11p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Individualized Instruction, *Mathematics Instruction, Pacing, Peer Teaching, Program Descriptions, *Remedial Mathematics, Teacher Role, Teaching Methods, Tutoring, Two Year Colleges

Identifiers—*Mathematics Laboratories, *Personalized System of Instruction

Designed for instructors participating in a workshop on the use of the Personalized System of Instruction (PSI), this packet of materials examines the systems approach to classroom instruction, looks at the components available for PSI use in Somerset County College's Mathematics Laboratory, reviews the procedures currently in use in the Math Lab, and considers successful PSI programs and instructional problems. Following material on the rationale for and goals and objectives of the workshop, an overview is provided of systems approaches in education and the role of the instructor in PSI. Next, an outline is presented of the human, printed medium, and audio-visual components of PSI that are available in the Math Lab or are available upon request. A brief overview of PSI is followed by a more detailed outline of its five fundamental characteristics: (1) the stress is on the written word; (2) near perfection is required on each unit before the student can progress to the next unit; (3) students proceed as rapidly as they can and still maintain virtual mastery of course content material; (4) lectures and demonstrations are used as vehicles of motivation rather than sources of critical information; and (5) peer tutors, or proctors, evaluate student work immediately and supply personal tutoring, counseling, and encouragement. Comments on classroom management and the final examination are followed by a brief description of the use of PSI in the Dallas County Community Colleges. (AYC)

ED 246 970 JC 840 443

Osterkamp, Dalene Hullett, Phyllis
Re-Entry Women and Part-Time Students: An Overview with Relevant Statistics.
Bakersfield Coll., Calif.

Pub Date—Nov 83
Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Community Colleges, Educational Needs, Educational Trends, *Employed Women, *Females, *Part Time Students, Population Trends, *Reentry Students, Socioeconomic Influences, *Student Personnel Services, Two Year Colleges

Using information obtained from a variety of field evaluations, this paper reviews social trends that underscore the need for increased focus on re-entry women students in community colleges and proposes the development of a re-entry program at Bakersfield College to address those needs.

The first section of the paper cites national and institutional statistics regarding women, with particular focus on their participation in the work force and educational institutions. This section indicates that: (1) re-entry women now outnumber college men for their age groups in both absolute numbers and proportionate rates; (2) the number of women in the work force has grown by 173% from 1947 to 1980, yet women still earn two-thirds as much as men; (3) institutional policies generally do not meet the needs of women or part-time students; (4) a 23% decline in the traditional college age group (18-24) is predicted by 1997; (5) an increase in older community college students is expected, from 3.9 million in 1978 to 4.2 million in 1988; and (6) returning full- or part-time students generally perform well academically. In light of these needs and trends, the paper then proposes that Bakersfield College establish a re-entry program to focus on recruitment, orientation, advising, admissions assistance, counseling, career development in non-traditional fields, child care, financial aid, and job placement. (LAL)

ED 246 971 JC 840 444

Boss, Roberta S.
Inevitable Decline: Exploding the Senility Myth.
A Position Paper.

Pub Date—[84]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Age Discrimination, *Aging (Individuals), *Older Adults, *Stereotypes

Drawing from recent research, this paper attempts to refute some of the commonly held assumptions about the inevitable decline of intellect as part of the aging process and point to ways educators can expand educational opportunities for older adults. After exploring some of the myths and stereotypes about senile, disoriented, helpless, rigid, unproductive, and slow old people, and explaining that these myths are believed by older adults as well as their children, the paper examines recent research findings that belie these assumptions. Among these findings are the following: (1) barring illness or disease, aging is associated with a slowing down of information retrieval functions, but not with a loss of intellect or an impaired ability to learn; (2) when older workers are allowed to self-pace the intake of information, they can use their experience in problem solving and exhibit as much or more competence as their younger colleagues; (3) society's negative view of the elderly fosters erosion of self-reliance and internal locus of control; and (4) studies of the television viewing habits of older adults indicate that these people are not disengaging, but rather want to remain informed and involved in life and human affairs. The final sections address ways that educators can help increase the involvement of older people in education, suggesting that they be offered activities and pursuits appropriate to their abilities. (LAL)

ED 246 972 JC 840 445

Long, James P.
Vocational-Technical Education in the Community Colleges: A Promising Future.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jul 84

Note—14p.; Paper developed for the American Vocational Association Board of Directors.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, College Instruction, *College Role, *Community Colleges, Educational Change, *Futures (of Society), Professional Associations, Two Year Colleges, *Vocational Education

Based on testimony delivered at a 1983 American Vocational Association (AVA) hearing on "Vocational Technical Education in the Community College," this draft AVA position paper examines the current status and future of the community college's role in the delivery of vocational education. First, information is presented on the hearing and its objectives, together with a list of presenters, and the development of the position paper is described. The next section begins with statistics on vocational education nationwide and the community college's prominence at the postsecondary level and then summarizes hearing presenters' views on the current state of vocational education. Highlights are the community colleges' responsiveness to

quick-start training requests from state departments of commerce; worker retraining and technical assistance to business and industry as major vocational education functions; changes in career counseling; and a sound funding base for vocational education. The next section summarizes the presenters' perceptions of the future, noting the need to equip people to adapt to a variety of jobs; the continuing demand for engineers and engineering technicians; the likelihood of close national scrutiny; and employer demand for advanced level skills from two-year college graduates. Finally, a compilation of the changes suggested by the presenters is provided, including the need to decrease student waiting lists, eliminate governance problems, upgrade technical faculty, and increase company-specific training. (LAL)

ED 246 973 JC 840 446

Starks, Gretchen

Interdisciplinary Approaches to Retention and Motivation in College.

Pub Date—May 84

Note—14p.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Developmental Studies Programs, Higher Education, *Interdisciplinary Approach, Program Descriptions, Program Effectiveness, School Holding Power, Student Motivation, *Student Personnel Services Identifiers—*College of the Finger Lakes NY

Brief descriptions of interdisciplinary developmental education programs are provided in this paper, along with a more extensive examination of the Personalized Approach to College Education (PACE) program at the College of the Finger Lakes (CFL) in Canandaigua, New York. Introductory material cites examples of developmental programs which involve mastery learning with competency-based courses and comprehensive support services, and indicates that these programs have shown success in terms of student retention. The next section focuses on programs where diagnosis and an eclectic approach to learning are directly coupled with interdisciplinary and integrated content area courses. Short descriptions are provided of examples of these programs at two- and four-year institutions. The final section describes CFL's PACE program and its components: (1) advising—students with low reading and writing scores confer with an advisor about the PACE program, and a PACE counselor/advisor monitors student progress and assists in scheduling and goal setting; (2) feedback—periodic individual conferences are an integral part of the program; (3) integrated activities, such as journal writing and math applications; and (4) the use of college services—student personnel workers visit the class and participate in activities. (LAL)

ED 246 974 JC 840 447

Weber, Earl, Comp.

Vocational Director's Handbook.

Washington Association of Community Colleges.

Vocational Directors' Council; Washington State Board for Community Coll. Education, Olympia.

Pub Date—83

Note—119p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, Budgeting, *Community Colleges, *Program Administration, *Program Evaluation, Statewide Planning, Two Year Colleges, *Vocational Directors, *Vocational Education Identifiers—*Washington

Designed for newly appointed vocational directors in Washington's community colleges, this handbook provides an overview of the functions associated with the administration of vocational education programs. Following a section outlining the role and qualifications of the vocational director, information is presented on the personnel responsibilities of the position, which cover personnel selection, vocational certification, professional development, collective bargaining agreements, and assuring conformity with the Higher Education Personnel Board. Subsequent sections focus on: (1) vocational advisory councils and committees; (2) vocational program approval; (3) vocational program review; (4) budget and finance; (5) federal vocational funds; (6) reimbursement for expenditures of federal vocational funds; (7) program compliance audits, fiscal audits, and vocational education evaluation; (8) facilities and equipment;

(9) vocational education data system (VEDS); (10) course and program coding systems; (11) public and community relations; (12) federal and state agencies; and (13) associations, commissions, and councils. Extensive appendices provide copies of pertinent sections of the Revised Code of Washington, the Washington Administrative Code, and other source documents. (LAL)

ED 246 975 JC 840 448

Hauserman, A. J., Ed. Tudor, Dan, Ed.

Compendium of Selected Data & Characteristics:

University of Kentucky Community College System, 1983-84.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date—Aug 84

Note—91p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, College Graduates, College Libraries, College Programs, *Community Colleges, Educational Finance, *Enrollment Trends, *Financial Support, Income, Operating Expenses, State Surveys, *Student Characteristics, Tables (Data), Teacher Characteristics, Teacher Salaries, *Two Year College Students Identifiers—*Kentucky

A listing of college programs and a history of the University of Kentucky Community College System (UKCCS) begin this presentation and analysis of 1983-84 data on UKCCS enrollment, instructional programs, financial support, and student characteristics. Section I looks at fall 1983 headcount enrollments for each of the 14 UKCCS campuses in terms of enrollment status (full-/part-time), class, sex, and residence; full-time equivalent (FTE) enrollments for fall 1964 and fall 1974 through 1983; and headcount enrollments of first-time freshmen for fall 1969 and fall 1973 through 1983. Section II examines headcount enrollment by degree program; enrollment by course level (transfer or technical); UKCCS graduates by degree, college, and program; number and type of library materials supporting the instructional programs; and educational level of the full-time teaching staff. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and average faculty salaries by rank. Section IV examines the family income, ethnic status, and age of fall 1983 first-time freshmen and compares their mean standardized test scores with those of similar groups in 1973 through 1982. (AYC)

ED 246 976 JC 840 449

Atwell, Charles A. Sullins, W. Robert

Curricular Comprehensiveness in Small Rural Community Colleges. "Horizons Issues" Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0038

Note—78p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036 (\$5.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Curriculum, *Community Colleges, Curriculum Research, Educational Finance, *Financial Support, National Surveys, Rural Education, *Rural Schools, School Size, *Small Colleges, Transfer Programs, Two Year Colleges, Vocational Education

A nationwide study was conducted to assess the degree of curricular comprehensiveness in small rural community colleges and to identify funding mechanisms and strategies that affect comprehensiveness. Data were collected on transfer and occupational-technical offerings from 160 public two-year colleges that enrolled fewer than 2,500 headcount students, identified themselves as rural, and offered associate degrees in both transfer and occupational programs. An index of comprehensiveness was constructed to measure both the breadth and depth of curricular offerings in transfer

and occupational programs. Study findings included the following: (1) with the exception of professional work in architecture, engineering, and agriculture, the majority of the small rural colleges offered a wide variety of transfer programs, courses, and course sequences; (2) larger community colleges were able to offer more diverse transfer programs than their smaller counterparts; (3) differences among institutional types in occupational-technical programs were much more pronounced, with curricular comprehensiveness increasing with size; (4) there was a wide range of program diversity among institutions of similar size and setting; (5) small rural community colleges received special considerations from funding agencies; and (6) a number of instructional practices, curricular designs, cooperative ventures, and staffing plans were identified as means of offering additional courses. Recommendations and information on calculating the transfer and occupational indices are included. (LAL)

ED 246 977 JC 840 452

Veitz, M. Frances, Ed.
Free-Loan Media for French: A Teacher's Guide.
Holy Family Coll., Philadelphia, PA.
Pub Date—84
Note—85p.
Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Audiovisual Aids, *Cross Cultural Studies, *French, *International Trade, Postsecondary Education, *Second Language Instruction
Identifiers—*France

Designed to assist French instructors in introducing France to their students, this guidebook provides an annotated list of over 300 audio-visual materials and realia that are available on a free-loan basis. The guide lists films, videotapes, filmstrips, slide collections, pamphlets, fact sheets, posters, records, tapes, and booklets available in the categories of art, the bicentennial, careers, culture and civilization, history, international business, languages and linguistics, literature, music, and sports. For each item, the title, format, and description are provided, along with the address of the source agency. (LAL)

ED 246 978 JC 840 453

Christensen, Mary Ann
Feasibility Study: A Gerontological Survey to Determine Certification and Continuing Education Needs of Area Nursing Home Staff.
Butler County Community Coll., El Dorado, KS.
Pub Date—14 Aug 84
Note—43p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Allied Health Personnel, Certification, Community Colleges, Community Surveys, *Educational Needs, Employment Practices, Employment Problems, National Surveys, Needs Assessment, Nurses, Nurses Aides, *Nursing Homes, Older Adults, *Professional Continuing Education, *Program Development, State Surveys, Two Year Colleges
Identifiers—*Kansas

Developed as part of an evaluation of the feasibility of establishing a continuing education program for nursing home staff at Butler County Community College (BCCC), this report provides an overview of continuing education in the field at national, state, and local levels. Section I introduces the demographic, social, and economic trends that necessitate improved and extended continuing education for nursing home staff. Section II examines the status of nursing home continuing education on a national level, pointing to three types of staffing problems: insufficient staff-to-patient ratio, high turnover, and lack of training. Section III provides a statewide focus on nursing homes in Kansas; recent state regulations for the certification of nursing home personnel; statewide program offerings for various job categories; procedures for developing approved courses; and initial training programs and continuing education opportunities. Section IV presents findings from studies to assess the need for a continuing education program at BCCC, based on survey responses from nursing homes in the catchment area. Information is provided on: (1) the responsibilities and educational needs of nursing home administrators, directors of nursing, activity directors, dietitians, registered and licensed practical nurses, nurses aides, medication aides, restor-

ative aides, and social service designees; (2) jobs in which turnover was of most concern; (3) staffing patterns; and (4) recommended emphases of a continuing education program at BCCC. (LAL)

ED 246 979 JC 840 457

Latham, J.
Learning Materials for Open Learning in Further Education. Coombe Lodge Working Paper. Information Bank Number 1606.

Council for Educational Technology, London (England); Further Education Staff Coll., Bldgdon (England).

Pub Date—Apr 81

Note—11p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Correspondence Schools, *Evaluation Criteria, Foreign Countries, *Independent Study, *Instructional Materials, Postsecondary Education
Identifiers—*United Kingdom

Arguing that extensive efforts to produce open learning materials should not be undertaken until the possibility of using or adapting existing materials is considered, this paper identifies current sources of materials available in Great Britain for non-advanced further education. The first sections of the paper review common types of open learning materials; i.e., correspondence course texts, programmed learning texts, textbooks designed for independent study, and specially-prepared study packages. Next, the paper notes the increased willingness of British correspondence schools to make their course materials available to further education colleges for use in open learning systems, while protecting their copyright. Cost factors are considered next, such as the availability of individual units, cash or quantity discounts, and the requirements for additional textbooks. The final sections underscore the importance of appraising course materials in light of the variability of format, quality, and suitability for open learning. Appendix 1 lists six British colleges willing to discuss arrangements with other institutions for the use of their materials, and identifies the kinds of materials each offers. Appendix 2 provides a checklist for evaluating open learning materials on the basis of their content, requirements for additional study material and special arrangements, introduction, subject-matter, form of presentation, conclusion, tutor marked assignments, and suitability for open learning. (LAL)

ED 246 980 JC 840 459

Latham, J. Spencer, D. C.
Learner Flexibility Profiles. Coombe Lodge Working Paper. Information Bank Number 1612.

Council for Educational Technology, London (England); Further Education Staff Coll., Bldgdon (England); Further Education Unit, London (England).

Pub Date—Jun 83

Note—15p.

Pub Type—Opinion Papers (120) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Continuing Education, *Evaluation Criteria, Foreign Countries, *Independent Study, *Open Education, Postsecondary Education, *Student Centered Curriculum
Identifiers—*United Kingdom

To help in the exploration of developments in increasing learning flexibility in Great Britain's further education system, this paper suggests the development of learner flexibility profiles as devices for analyzing and recording the nature and extent of student choice or discretion. The introductory section reviews developments in open learning systems in Great Britain and current interest in learning situations which provide flexibility for students. The next section defines flexible learning as the creation of learning opportunities tailored to meet the needs of the learner and discusses the role of student choice and negotiation in flexible learning systems. The next sections focus on the methods of developing a profile of learner flexibility in terms of dimensions, such as the aims and content of learning, methods of assessment, modes of attendance, and pace of learning. Issues of measuring flexibility along curricular and administrative levels are discussed next, followed by an examination of the ways learner flexibility profiles can be used. Appendices provide examples of possible scalings against a range of dimensions; scales for the major dimensions

sions of curriculum content, assessment, and learning methods; a breakdown of the learning methods dimension into lesson structure, learning resources, and tutorial support; and examples where central bodies allow flexibility but students are unable to take advantage of the full range of opportunities. (LAL)

ED 246 981 JC 840 461

Lukenbill, Jeffrey D.
Defining the Associate Degree.
Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—84

Note—7p.

Journal Cit.—CSCC Bulletin; iss10, 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, *Community Colleges, *Curriculum Development, Definitions, *Degree Requirements, *Educational Objectives, Educational Trends, *General Education, Two Year Colleges

An overview is provided of recent efforts to review and redefine the associate degree, with special focus on a workshop sponsored by the Center for the Study of Community Colleges (CSCC) and the Miami-Dade Community College District (MDCCD) which attempted to sharpen the focus of the inquiry into the definition of the associate degree. First, changes that have taken place in community college associate degree programs are summarized, and the need for a comprehensive definition of the associate degree is stressed. Next, issues that are important to the formulation of such a definition are discussed, including the different types of associate degrees granted; the place of remedial/developmental education; the level of generalization/specialization of the degree; and the extent to which the associate degree curriculum should be prescribed or left up to student choice among courses. While acknowledging the difficulty of establishing a comprehensive definition of the associate degree, it is asserted that the associate degree should be defined in terms of student competency rather than credits earned. The next section of the bulletin focuses on the MDCCD/CSCC workshop, providing a brief summary of the keynote presentation by Robert McCabe; an enumeration of the major questions to be addressed in defining the degree; and the different approaches taken by various institutions in curriculum development, competency articulation, and student assessment. (HB)

ED 246 982 JC 840 462

Curtis, Stephen M.
Revitalizing the Liberal Arts in St. Louis. CSCC Bulletin, Issue 11, 1984.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—84

Note—6p.

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Core Curriculum, *Curriculum Development, *Interdisciplinary Approach, *Liberal Arts, Multicampus Districts, Teacher Participation, Transfer Programs, Two Year Colleges

Identifiers—*Saint Louis Community College MO

This bulletin highlights the efforts of the St. Louis Community College District to revitalize the liberal arts on its campuses. First, the structures and activities that were used to develop a liberal arts curriculum are described, including: (1) the formation of districtwide and campus Liberal Arts Committees; (2) the development of project objectives (i.e., to promote student understanding of the relevance of the liberal arts and the connections among disciplines; to establish a sense of identity for liberal arts transfer students; and to help faculty from different campuses share experiences, expertise, and views); (3) the identification by faculty of the skills and abilities to be emphasized in liberal arts education; and (4) the publication of a districtwide "Liberal Arts Calendar" of events. After stating the goals of the proposed liberal arts curriculum in terms of desired student abilities and skills, the bulletin identifies the components of the curriculum, which include courses in American history, political science, communications, computer literacy, a foreign language, mathematics, science, and physical education; a liberal arts seminar; and area and general electives. Finally, project efforts in the areas of in-

terdisciplinary studies are examined and other district Liberal Arts Committee activities are described, including a liberal arts workshop, fantasy festival, computer workshop, and a performance piece. (HB)

ED 246 983

JC 840 463

Armes, Nancy

Common Learning at Dallas. CSCC Bulletin, Issue 12, 1984.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—84

Note—7p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, *Core Curriculum, *Curriculum Development, *Curriculum Evaluation, *Educational Objectives, *General Education, Graduation Requirements, Multicampus Districts, Two Year Colleges
Identifiers—*Dallas County Community College District TX

This bulletin describes the Dallas Community College District's (DCCD's) efforts to develop a common learning core curriculum. Introductory material discusses the creation of Committees for Common Learning to decide on standards and requirements for all students who enroll in degree programs at any of the seven district colleges and to design an implementation process to support their recommendations. The next section examines the DCCD's grassroots review process, which is underpinned by the tenets that the structure of the review process must reflect its intent and that the personal impact of the process must be anticipated and addressed. Then, highlights of the Committee's recommendations are outlined, including suggestions for a common learning core consisting of a 9-hour block of courses and additional courses for transfer and occupational students; a curriculum review process; a prerequisite skills guide; and required written work. The following section presents an interview with Ken Alfors, co-chair of the District Common Learning Committee, which addresses the curriculum review process, ongoing concerns, and the future of common learning in the DCCD. Finally, a set of Skills for Living goals is presented, which are geared toward helping students become more competent in developing themselves as individuals, in living with others, in becoming more competent producers and consumers, in living in the community, in developing and applying creative abilities, in living in the future, and in living as a learner. (HB)

ED 246 984

JC 840 464

Oregon Community Colleges, 1981-82. Revised. Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Pub Date—Apr 84

Note—25p.; For a related document, see JC 840 465

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Finance, *Enrollment, *Full Time Equivalency, *Operating Expenses, *Program Costs, *Property Taxes, State Surveys, Two Year Colleges
Identifiers—*Oregon

This series of tables provides 1981-82 data for Oregon's community colleges, focusing on student enrollments, institutional operating costs, and property taxes. Table I looks at the percentage distribution of enrollments by major instructional program for the state's 15 community colleges. In tables II and III, information is provided by college and program on full-time equivalent (FTE) enrollment and unduplicated student headcount enrollment. Table IV provides data on the total FTE and headcount enrollments of each college and the percentage of state enrollments accounted for by each institution. Tables V and VI present statistics on enrollment increases/decreases between 1980-81 and 1981-82 by college and by program for the entire state system. Tables VII and VIII provide data on approved operating costs for 1981-82 for reimbursable programs, while table IX offers information on total operating costs for reimbursable, non-reimbursable, and separate contract programs by institution. Finally, table X looks at 1981-82 property taxes for the counties within the catchment areas of each of the colleges, including information on the assessed value used to compute the tax rate and the amount of levy the tax rate will raise. (HB)

ED 246 985

JC 840 465

Oregon Community Colleges, 1982-1983. Revised.

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Pub Date—Aug 84

Note—25p.; For a related document, see JC 840 464

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Finance, *Enrollment, *Full Time Equivalency, *Operating Expenses, *Program Costs, *Property Taxes, State Surveys, Two Year Colleges
Identifiers—*Oregon

This series of tables provides 1982-83 data for Oregon's community colleges, focusing on student enrollments, institutional operating costs, and property taxes. Table I looks at the percentage distribution of enrollments by major instructional program for the state's 15 community colleges. In tables II and III, information is provided by college and program on full-time equivalent (FTE) enrollment and unduplicated student headcount enrollment. Table IV provides data on the total FTE and headcount enrollments of each college and the percentage of state enrollments accounted for by each institution. Tables V and VI present statistics on enrollment increases/decreases between 1981-82 and 1982-83 by college and by program for the entire state system. Tables VII and VIII provide data on approved operating costs for 1982-83 for reimbursable programs, while table IX offers information on total operating costs for reimbursable, non-reimbursable, and separate contract programs by institution. Finally, table X looks at 1982-83 property taxes for the counties within the catchment areas of each of the colleges, including information on the assessed value used to compute the tax rate and the amount of levy the tax rate will raise. (HB)

PS

ED 246 986

PS 013 862

Damarin, Suzanne K.

The Impact of Computer Technology on Children.

Pub Date—82

Note—7p.; Paper presented at the Symposium on the Impact of Computer Technology on Children at the Meeting of the American Society for Information Science (Columbus, OH, October 1982).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Software, Elementary Education
Identifiers—Computer Games, *Technological Change

Statistics indicate computer use is increasing in homes, schools, libraries, recreation centers, camps, and parks. However, the relative effects of computer use on children with ready access to computer-based technologies and on children who have only limited experience with such technologies is at question. The source of impact is the computer software that touches children's lives. Various authors have argued that children can reach the stage of formal operations within certain content areas while remaining in the stage of concrete operations in others. The use of "general-purpose" computers can give children power and control resulting from their mastery of command structures to direct the operation of the computer. The roles of patterning, sequencing, and conditional reasoning in the creation of programs; in the use of general purpose software; and in the acquisition of programming skills are important. Contrary to general-purpose computer software, "canned programs" direct children's attention toward specific goals, and the child's interaction with the program requires the use of some fixed set of responses to achieve those goals. Computers are currently being used to simulate activities and provide skill drills. Incidental effects of these programs will include higher levels of expectation of graphic, textual, or sound reward for good performance and, possibly, heightened awareness of computer capability. (BJD)

ED 246 987

PS 014 158

Lukasevich, Ann. Summers, Edward G.

Characteristics of the Journal Literature in Early Childhood Education.

Pub Date—[84]

Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, *Early Childhood Education, Foreign Countries, *Information Retrieval, *Scholarly Journals, *Subject Index Terms

Identifiers—*Bibliometrics, British Columbia, Information Analysis, *Journal Articles

A study was conducted in which bibliometric techniques were applied to a collection of journal articles to identify the most important journals publishing information in the field of early childhood education. Specifically, 242 journals included in ERIC's "Current Index to Journals in Education (CIJE)" were identified and assigned to core or peripheral categories of importance. This grouping was then examined to determine whether the information followed the bibliometric regularity observed in the literature of other disciplines. Bradfordian regularity in the distribution of articles across journals was demonstrated. In addition, the distribution of published articles across time (1969-82) was analyzed to pinpoint quantitative trends in publication and to predict possible future trends. With ERIC descriptors, an analysis was made of topics most frequently appearing in the literature. It was found that, across this same time period, 216 descriptors were used 30 times or more to index the articles cited in "CIJE" and an additional group of documents cited in "Resources in Education." These 216 descriptors thus provided a general idea of the content of recent early childhood education literature. (RH)

ED 246 988

PS 014 321

Divine-Hawkins, Patricia

Employer Supported Child Care: Where Are We

and Where Are We Going?

Administration for Children, Youth, and Families

(DHHS), Washington, D.C.

Pub Date—Nov 83

Note—10p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care Centers, Early Childhood Education, *Educational Trends, *Employed Parents, *Employer Supported Day Care, *Federal Government, Fringe Benefits, Government Role, Hospitals, *Information Services, Job Performance, Labor Turnover, Mothers, Referral, Statistical Data

Identifiers—Absenteeism (Employee), *Corporations, National Employer Supported Child Care Project

This discussion highlights the findings of the National Employer Supported Child Care Project, which was conducted in 1981 by the Administration for Children, Youth and Families and the Child Care Information Service (of Pasadena, California). Statistics are also cited on the increasing general demand for child care, especially for children under age 3. Among the project findings summarized are data on employers who provide day care, the sorts of programs they provide, and the characteristics of program users. About half of the 415 firms reported benefits such as reduced turnover and absenteeism, improved productivity, enhanced recruitment, and improved public relations. While these reports are based on anecdotal evidence, corroborating evidence from current studies is mentioned. The future direction of employer supported child care is discussed in terms of five major trends: (1) decentralization of planning, which may produce integrated child care systems tailored to the needs of individual communities; (2) greater flexibility in personnel policies, which may provide greater options for parents; (3) flexible benefits programs, which may include child care; (4) growing national awareness of work/family issues, which may be translated into more sophisticated child care systems; and (5) continuation of the federal government's role in creating tax provisions and disseminating information that will facilitate employers' child care efforts. (CB)

ED 246 989

PS 014 345

Brady, H. S.

Criticism of the Public Schools: What Goes without

Saying.

Pub Date—13 Apr 84

Note—8p.; Paper presented at the YMCA Friday Forum (Champaign, IL, April 13, 1984).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Professional Recognition, *Public Schools, *School Role, Social Values, Teachers

Identifiers—Authority, Criticism, In Loco Parentis

Parts played by classroom teachers, school administrators, and students in the public schools' performance of three surrogatory roles have become indeterminate and fuzzy. Criteria related to in loco parentis, reinforcement of professed community values, and transmission of the culture of the arts and sciences no longer go without saying. The situation is similar in the domain of authority in the schools. The change in the schools from intellectual to political and administrative authority is not as yet common knowledge. The basis of authority to determine the contents and teaching of the curriculum does not go without saying. Teachers' status as pedagogical professionals is similarly unclear and uncertain. Institutions preparing classroom teachers are caught between two demands: (1) that of the academics who deny the need of any specialized professional work to teach, and (2) that of the schools pleading for "how-to" survival kits of competencies. Between these two there is little room for genuinely professional preparation of teachers. On the other hand, it goes without saying certainly that the public school teacher's lot is not a happy one. (RH)

ED 246 990

PS 014 347

Gulab, Lester S.

With the Microcomputer, Behaviorism Returns to Early Childhood Education.

Pub Date—[83]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Theories, *Computer Assisted Instruction, *Early Childhood Education, Epistemology, *Learning Theories, *Microcomputers

Identifiers—*Behaviorism

Regardless of ambiguous feelings about using microcomputers in schools, it is likely that education will remain substantially the same with their widespread use. The microcomputer will modify the way some skills are taught, but the need to teach the skills will remain. Most contemporary critiques of using microcomputers in the classroom are directed at the behaviorist model of learning used in preparing computer-based learning materials for children. Certainly, influences of behavioristic practices are ingrained in the uses of microcomputers in the classroom and behaviorist theory is evident in the development of computer-assisted instruction. Much of the criticism, though, is trivial and misses the point of using computers in classrooms. For the teacher, the real question to ask is "What is discoverable and what is better taught." Teachers also have the problem of determining how and when to intervene. Generally, problem solving and microcomputers go together. Wise men, women, and children will harness the use of the computer for a quite different future world and life style. Seventeen pages of references conclude the document.) (RH)

ED 246 991

PS 014 350

Carter, Lauror F.

A Study of Compensatory and Elementary Education: The Sustaining Effects Study. Final Report.

System Development Corp., Falls Church, Va.
Spons Agency—Office of Program Evaluation (ED), Washington, DC.

Pub Date—Jan 83

Contract—OE-300-75-0332

Note—356p.; Print is light and broken and will not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Academic Achievement, *Classroom Techniques, *Compensatory Education, Cost Effectiveness, Educational Policy, Educational Practices, Elementary Education, *Family Environment, Financial Support, Longitudinal Studies, Models, National Surveys, Outcomes of Education, Poverty Areas, *Program Effectiveness, Sampling, Socioeconomic Status, *Summer Schools, Time Factors (Learning)

Identifiers—*Sustaining Effects Study

One of the largest investigations of elementary education ever undertaken, the Sustaining Effects

Study sought answers to a series of policy questions.

The two major issues addressed by the study were (1) Who receives compensatory education (CE)? and (2) How effective is CE? Related to these primary issues were a number of secondary questions: (3) What is CE? (4) What is the nature of the process of classroom instruction in elementary education? (5) What happens to the achievement of students when their CE services are discontinued? (6) Is there an optimal duration and period for receipt of CE services? (7) What happens to student achievement over the summer, and is summer school effective? (8) What is the nature of the home environment of elementary school students? and (9) What are the relative contributions of socioeconomic background and schooling toward school achievement? To obtain answers to these questions, a large amount of data was gathered through a complex design. Five substudies were initially planned: a longitudinal study assessing educational achievement for 3 consecutive years; a study of successful instructional practices in high-poverty schools; a study of participant characteristics and relationships among economic status, educational need, and instructional services received; a cost-effectiveness study focusing on resources and services to which students were exposed during reading and math instruction; and a study of the effectiveness of summer school programs. A sixth substudy was added later and involved following a limited sample of students into their high school years. Numerous instruments were used to gather data from students and teachers. (Specific study designs, variables investigated, and results obtained are discussed.) (RH)

ED 246 992

PS 014 355

Selby, Cecily Cannan

Address Delivered at Forum on Excellence in Education (Indianapolis, Indiana, December 8, 1983).

Pub Date—Dec 83

Note—16p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Computer Assisted Instruction, *Curriculum Development, *Educational Change, *Elementary Secondary Education, Magnet Schools, *Mathematics Education, Science Careers, *Science Education, Student Characteristics, Teacher Education, *Technology

Identifiers—*National Science Board

This speech reports the recommendations of the National Science Board Commission on Pre-College Education in Mathematics, Science, and Technology. The commission was appointed to develop an action agenda for reversing the current decline in student achievement and participation in the area. The commission's 20 members, drawn from all sectors of society, produced a two-volume report giving specific recommendations for the Federal, State, and local levels and providing estimations of Federal money required. General goals set by the commission for the entire educational system were (1) to include math, science, and technology in the life-long learning of all citizens; (2) to enable all our youth to develop a useful knowledge of these subjects; and (3) to strengthen the quality of professionals in these fields as well as to recruit more students from underrepresented groups. Specific recommendations were made for improving national, State, and local leadership in education; monitoring student achievement and participation; training and retraining math and science teachers; creating more magnet schools; redefining the math and science curriculum; and improving opportunities to learn through, with, and about computers. (CB)

ED 246 993

PS 014 361

Yogman, Michael W. Zeisel, Steven

Dietary Precursors of Serotonin and Newborn State Behavior.

Pub Date—Apr 83

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biochemistry, *Dietetics, *Infant Behavior, *Infants, *Neonates, *Sleep

Identifiers—*Serotonin

Although previous research with adult humans and nonhumans has suggested a relationship between sleep behavior and brain serotonin levels, no

studies have been made of the relationship of normal children's or infants' sleep patterns to serotonin levels, tryptophan metabolism, or diet. This study investigates the relationship between dietary influences on behavioral organization in the human newborn after feeding and synthesis of the brain neurotransmitter serotonin. A total of 20 healthy full-term infants, appropriate for gestational age, were assigned to either tryptophan or valine feeding conditions. The tryptophan treatment group received a feed containing 33 mg/dl of tryptophan dissolved in a 10% glucose solution to maximize the carrier transport of tryptophan across the brain/blood barrier; the valine group received 50 mg/dl of valine, dissolved in a 5 percent glucose solution, to minimize tryptophan transport. Each infant was observed continuously for 3 hours after feeding, and records were made of the infants' state of consciousness at 1-minute intervals. Results suggested that modifying infant feeding preparations with tryptophan and carbohydrate mixtures produces an effect on newborn state behavior without disrupting such state characteristics as mode of onset through active sleep. Variations in serotonin levels in newborn brains thus appear to play a role in modulating the newborn's arousal behavior. (RH)

ED 246 994

PS 014 366

Nelson, Jo Ann N. Simmerer, Norma J.

Behavior Individuality and the Development of Social Competence among Preschool Children.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—[83]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Birth Order, Fathers, Individual Differences, Interaction Process Analysis, *Interpersonal Competence, Interviews, *Locus of Control, Mothers, Parent Attitudes, *Parent Child Relationship, *Personality Traits, *Preschool Children, Preschool Education, Preschool Teachers, Rating Scales, Sex Differences, *Student Teacher Relationship, Test Reliability

Identifiers—Thomas and Chess Parent and Teacher Questionnaire

This report summarizes three related studies of 3- to 5-year-old children's temperament and its relationship to their social competence, ability to solve interpersonal problems, locus of control, parent behavior and teacher/child interactions. Fifty-eight children, predominantly middle class participants in a laboratory preschool, and their parents were subjects for portions of this study. A trained observer used a "focal person" method to record interactions between the head teacher and individual children in two groups of 19 children. The 24 four-year-olds in this study were also rated by parents and teachers on the Thomas, Chess and Korn Temperament Scale, and were assessed according to the Stanford Preschool Internal-External Scale and the Preschool Interpersonal Problem Solving Scale. Another group of 20 children were subjects of a correlational study of parents' self-ratings on the Iowa Parent Behavior Inventory and ratings of their children on the temperament questionnaire and the Iowa Social Competency Scale. Results suggested differences between mothers and fathers in the ways they see and interpret their children and indicated that individual differences in children's behavioral style were related to different patterns of teacher/child interaction. There were also correlations between temperament variables and the children's sex, age, and birth order. Results also indicated either that the temperament questionnaire is unreliable across settings or that temperament is setting-specific. (CB)

ED 246 995

PS 014 370

Brennan, Andrew J. J.

Children and Death.

Pub Date—[83]

Note—21p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Children, *Concept Formation, Counselor Training, *Death, Developmental Stages, Emotional Response, *Grief, *Social Influences

Identifiers—Bereavement, Freud (Sigmund), Maslow (Abraham)

Health professionals and educators should develop their abilities to educate about death and to comfort the bereaved. Due to lower death rates, the

lack of philosophical religious views, and distorted perceptions of death contributed by television, death has become a mystery instead of a segment of the common experience. Particularly when a child dies, the death may provoke feelings of shock, guilt, and anger on the part of parents, siblings, and peers. While there is individual (and perhaps cultural) variation in acquiring insight into death, research shows that, generally, preschool children see death as a temporary situation and that children from 5 to 9 years of age may view death as a personification, such as an angel or a skeleton. Children do not consistently perceive death as inevitable, final, and universal until the age of 9 or 10. Freud and Maslow suggest that anxieties about death can be better dealt with if they are discussed. Children should be taught about death by drawing on experiences from daily life and the cycles of nature. Resource organizations and literature on dying and death are available to help health professionals, educators, and counselors learn to listen sympathetically, comfort, and educate parents and children who are dealing with death. (CB)

ED 246 996 PS 014 394

Income Verification Pilot Project (IVPP): Findings on School Meal Program Participation and Legislative Impact, 1981-82 School Year.
Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Food and Nutrition Service (DOA), Washington, DC. Office of Analysis and Evaluation.

Pub Date—Dec 82

Contract—53-3198-1-153

Note—49p.; For related documents, see PS 014 395-397.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Elementary Secondary Education, *Eligibility, *Family Income, *Family Size, Federal Programs, *Food Service, *Quality Control, School Activities, Statistics

Identifiers—Application Forms, Omnibus Budget Reconciliation Act 1981, *Quality Assurance, *School Nutrition Programs

Reported in this document are findings of a preliminary analysis of congressionally mandated changes in the application process for government-sponsored school meal benefits and an examination of low-cost quality assurance procedures implemented in Phase I of the Income Verification Pilot Project (IVPP). Discussion is based on an analysis of two of three data sources used to evaluate Phase I quality assurance procedures: (1) meal benefit program eligibility and participation records, and (2) abstracts of meal benefit applications. Six chapters respectively provide a review of the background and current status of Phase I; an analysis of the effects of congressionally mandated application changes and experimental quality assurance procedures on program eligibility and costs to the Federal government; an analysis of the effects of congressionally mandated application changes and experimental quality assurance procedures on meal benefit applications; a summary of findings; a discussion of implications of findings; and appendices describing the statistical methods used in estimating effects and providing sample meal benefit applications. (RH)

ED 246 997 PS 014 395

Finnegan, Daniel And Others

Income Verification Pilot Project (IVPP): School Year 1981-82 In-House Audit Findings. Revised.
Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Food and Nutrition Service (DOA), Washington, DC. Office of Analysis and Evaluation.

Pub Date—Apr 83

Contract—53-3198-153

Note—97p.; For related documents, see PS 014 394-397.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Eligibility, *Family Income, *Family Size, Federal Programs, *Food Service, Parent Attitudes, *Quality Control, Research Methodology, School Activities, Statistical Analysis

Identifiers—Application Forms, Income Verification, Omnibus Budget Reconciliation Act 1981, *Quality Assurance, *School Nutrition Programs
This report addresses issues related to the extent

and nature of misreporting of income and family size on applications for government-sponsored school meal benefits. Findings are reported from 741 in-home audits conducted with school meal program participants in nine school food authorities. In-home audits, which consisted of personal interviews combined with income documentation reviews, were conducted as part of the Income Verification Pilot Project (IVPP), a congressionally mandated study intended to design and test methods of preventing and detecting misreporting on school meal benefit applications. Specifically, chapter 1 provides a brief overview of the IVPP and the present report. Chapter 2 describes the in-home audit sample and procedures, defines key variables, and outlines the analytical strengths and limitations of the sample. Chapter 3 briefly describes the sample in terms of subjects' household characteristics and rates of program participation. Chapter 4 describes program applicants' reactions to a new application form that asked for considerably more information than was collected prior to the 1981-82 school year. Chapter 5 reviews findings from the income determination section of the in-home audit, and chapter 6 discusses findings concerning the extent and nature of misreporting. Chapter 7 explores the topic of income change and its effect on program eligibility. New, application-based, error-prone profiles developed for the school meal program are presented in chapter 8. Finally, chapter 9 offers a brief summary and statement of conclusions. Related materials are appended. (RH)

ED 246 998 PS 014 396

Income Verification Pilot Project (IVPP): The Development of an Error-Prone Model for the School Meal Programs. Revised.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Food and Nutrition Service (DOA), Washington, DC. Office of Analysis and Evaluation.

Pub Date—Aug 83

Contract—53-3198-153

Note—56p.; For related documents, see PS 014 394-397.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Eligibility, *Error Patterns, Federal Programs, *Food Service, Models, School Activities, *Statistical Analysis

Identifiers—*Error Detection, Income Verification, Quality Assurance, *School Nutrition Programs

This report describes efforts made in 1981-82 to develop an error-prone model (EPM) to help judge the extent of misreporting of income and family size on applications for government-sponsored school meal benefits. (EPM's are statistical formulas that produce scoring systems used to distinguish applications likely to result in excess benefits from applications likely to be accurate.) A sample of 2,480 cases from the National Evaluation of the School Nutrition Programs (NESNP) database was used in the analysis: 1,984 cases were used to develop the model, and 486 were set aside to test the model after its development. The statistical procedure used to generate the initial EPM, sequential search, made use of the Automatic Interaction Detector program. Although analysis of the NESNP data successfully produced an EPM, the model had two major deficiencies. Therefore, data from the 1981-82 Income Verification Pilot Project (IVPP) were used to continue exploring EPM development. The random sample consisted of 741 families from 54 schools participating in Phase I of the IVPP. Results showed that the model developed from the NESNP database was validated on in-home audit data. The goal of producing a simple but effective EPM also was achieved. The resulting scoring profile was found to be capable of selecting a subgroup of applicants who have a 70 percent probability of receiving excess benefits. (RH)

ED 246 999 PS 014 397

Income Verification Pilot Project (Phase II): Results of Quality Assurance Evaluation, 1982-83 School Year.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Food and Nutrition Service (DOA), Washington, DC. Office of Analysis and Evaluation.

Pub Date—Apr 84

Contract—53-3198-153

Note—130p.; For related documents, see PS 014

394-396.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, *Eligibility, *Error Patterns, *Family Income, Federal Programs, *Food Service, Program Evaluation, *Quality Control, Records (Forms), School Activities, School Districts

Identifiers—Income Verification, Omnibus Budget Reconciliation Act 1981, *Quality Assurance, *School Nutrition Programs

Presented in this report are selected findings of the Income Verification Pilot Project (IVPP), an investigation examining misreporting of applicant income and family size on applications for government-sponsored school meal benefits. As reported here, Phase II of the project provided for a comprehensive assessment of specific quality assurance procedures in a national sample of school districts during the 1982-83 school year. Participating were 16 states and a sample of 114 school districts: 29 experimental sites where seven quality assurance procedures were tested and 85 control sites. After the first chapter's brief introduction, chapter 2 explains the various quality assurance procedures examined. Chapters 3 and 4 describe the research design and data collection procedures. Chapter 5 presents findings concerning the feasibility and effects of free and reduced-price school meal applications that were developed specifically for use in the IVPP. Findings on feasibility and effects of requiring income documentation with the free and reduced-price school meal applications are reported in chapter 6. Chapter 7 presents findings on the feasibility and effects of quality assurance procedures used after school meal applications are processed. Finally, results and conclusions of the pilot project are summarized in chapter 8. Appendices include the IVPP application for free and reduced-price school meals, a summary of experimental school districts' characteristics, a measurement of quality assurance procedure costs, and a nonresponse analysis. (RH)

ED 247 000 PS 014 398

Brunelle, Robert L. And Others

[How Can We Improve Both the Quality of Textbooks and the Process for Selecting Them?]
Pub Date—Dec 83

Note—18p.; Discussion group papers presented at the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Software, *Educational Improvement, Elementary Secondary Education, Publishing Industry, Textbook Evaluation, *Textbook Preparation, *Textbook Publication, Textbook Research, *Textbook Selection, *Textbook Standards

Identifiers—*Software Evaluation, Texas

Described in these four contributions to a discussion group are options open to publishers and purchasers to improve textbooks and textbook selection. The first contribution (by Robert L. Brunelle) briefly introduces the discussion and stresses the urgency of creating higher standards for textbooks as part of overall educational reforms. The second paper (by Robert C. Bowen) reviews current steps taken by publishers to improve textbooks and suggests that adoption cycles should be shortened and more money allocated for developing textbooks. The third paper (separately titled, "An Overview of State Textbook Selection Procedures," by Phyllis Blaustein) reviews state textbook selection and discusses the enormous influence large states that centralize textbook selection have on the publishing industry. Many suggestions are presented for improving and selecting textbooks and computer software at the state and local levels. The final contribution (by Laura Tynes) is a schedule of the Texas textbook adoption process, which began in January 1984 and will provide textbooks to school districts in mid-1986. (CB)

ED 247 001 PS 014 405

Larsen, Jean M. Draper, Thomas W.

Does Preschool Help the Educationally Advantaged Child? Preliminary Findings from a Longitudinal Study.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

1984).
Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advantaged, Comparative Analysis, Early Childhood Education, *Interpersonal Competence, *Kindergarten Children, *Outcomes of Education, *Preschool Children, *Preschool Education, Preschool Evaluation, Rating Scales, Sex Differences, Social Development

Identifiers—California Preschool Social Competency Scale

Part of a 10-year project that will follow five waves of educationally advantaged children from preschool through the fourth grade, this study examined the immediate effects of attending preschool on social competence. Once in the year prior to kindergarten entry and again near the conclusion of kindergarten, trained testers completed the California Preschool Competency Scale for all 104 subjects during two half-hour observations of the subjects in a group setting. Seventy-three of the children had attended a university preschool for at least two semesters prior to attending kindergarten. The control group had been applicants for the same preschool but had not been chosen to attend by a random selection process. Children who attended preschool were rated as more socially competent than those who did not. In addition, children were rated as more socially competent at the end of kindergarten than prior to attending. There was evidence that preschool attendance is of particular value in developing the social skills of young boys. Finally, it was suggested that further study and aggregation of new waves of data will be needed to determine how enduring the influences of preschool experience are in the lives of educationally advantaged children. (Author/CB)

ED 247 002

PS 014 424

Olson, Craig C.
Effects of Parenting and Home Environment on Student Achievement in Grades 3 to 5.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Child Rearing, Elementary Education, *Elementary School Students, *Family Environment, Grade 3, Grade 4, Grade 5, Mathematics Achievement, Parent Influence, Reading Achievement, *Self Concept

This paper reports preliminary findings of a 3-year study examining the ability of qualitative and quantitative measures of the home environment variables (HEV's) to contribute to the prediction of third-through fifth-grade students' achievement and growth scores in reading and mathematics. Data were obtained for 198 parent/student pairs from four rural and small urban Wisconsin communities. Three sets each of achievement and growth scores were regressed on selected variables derived from parents' responses to a half-hour telephone interview. Each regression equation also contained a measure of the child's academic aptitude as the predominant predictor. Several HEV's provided significant and durable additional predictive capacity to that provided by the aptitude index. These included (1) hours of maternal employment (negatively associated with all students' and boys' achievement in both reading and math); (2) family socioeconomic status (positively associated with all students' and boys' reading growth and all students' reading achievement); and (3) parents' feeling that the school's greatest strength was the quality of its academic programs (positively associated with girls' reading and math achievement and math growth). Also examined was the indirect link between home environment and academic attainment through HEV associations with self-concept variables related to achievement. In this case, no substantial link was identified. (RH)

ED 247 003

PS 014 437

Almeida, M. Connie Denham, Susanne A.
Interpersonal Cognitive Problem-Solving: A Meta-Analysis.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the Eastern Psychological Association

(Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Children, Disabilities, Effect Size, *Meta Analysis, *Problem Solving, Research Methodology, Research Problems, *Social Behavior, Training

Identifiers—*Interpersonal Cognitive Problem Solving

Reported in this paper are the findings of five meta-analyses assessing the relationships among children's interpersonal cognitive problem-solving (ICPS) skills, training, and behavioral adjustment. Five hypotheses were examined: (1) Adjusted children score higher on ICPS measures than do nonadjusted children; (2) Children trained in ICPS skills demonstrate a higher level of ICPS skills at posttesting than do controls; (3) Teachers' posttest behavior ratings are more positive for trained children than for controls; (4) Social behaviors observed at post-testing are more positive for trained children than for controls; and (5) A direct relationship between increased ICPS skills and improvement in behavioral adjustment can be substantiated. Findings indicated that effects exist for the first three hypotheses. Magnitude of difference for the fourth and fifth hypotheses was not large, and the small magnitude of effect for the fifth hypothesis casts doubt on the application of the analytical theory. To extend the analysis, boundary conditions were investigated, and studies involving only special populations were examined. It was concluded that while the meta-analytical model and interventions delineated by Shure and Spivack (1979, 1980, 1982) do show reliable, if not always large, effects across studies, continued replication and refinement are needed. (RH)

ED 247 004

PS 014 438

Goldenberg, Idell And Others
Auditory-Visual Coordination in 3 Month Olds: Voice-Face Mismatch.

Pub Date—Apr 84

Note—7p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, *Auditory Stimuli, *Infant Behavior, *Infants, Mothers, *Sensory Integration, Stranger Reactions, *Visual Stimuli

Identifiers—*Facial Expressions

An experiment was designed to demonstrate that infants as young as 3 months of age would show face/voice coordination in matched and mismatched conditions if exposure trials were extended to 1 minute in duration. A total of 16 infants participated in each of four experimental conditions. Conditions were (1) mother present with mother's voice broadcast; (2) stranger present with stranger's voice broadcast; (3) mother present with stranger's voice broadcast; and (4) stranger present with mother's voice broadcast. In all conditions, the "speaker" moved her lips in synchrony with the taped message but did not speak aloud. Each condition was tested twice, and the eight trials were counterbalanced. Data were reduced from videotapes by two independent judges. Attention, vocalization, and subjective measures were analyzed by a repeated measures analysis of variance. Findings showed that, overall, infants appeared significantly more upset during mismatched conditions and significantly more happy during matched conditions. In contrast to previous findings, it was concluded that, given an adequate length of exposure, infants younger than 8 months of age will react with differential attention and distress to mother/stranger face/voice mismatches. (RH)

ED 247 005

PS 014 440

Myers, Barbara Kimes
An Analysis of One Early Childhood Teacher's Beliefs about the Events of Her Classroom.

Pub Date—Apr 84

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beliefs, Case Studies, *Conflict Resolution, Interviews, Leadership, *Participant Ob-

servation, *Primary Education, *Teacher Attitudes, Values

Identifiers—Authority

This report summarizes a case study that used participant observation and interviews to investigate an exemplary second-grade teacher's beliefs about events relating to her classroom. Resources for planning and interpreting study results included the works of Kelly, Merleau-Ponty, Stake, Freire, and Glidewell. Data were collected in three phases: (1) an extended interview with the teacher; (2) 8 weeks of classroom observations, followed by interviews; and (3) 2 weeks of informal talks and intensive participant observation in the classroom. Four general categories of teacher beliefs emerged from the data; these respectively concerned becoming and being a teacher, children, parents, and curriculum. A general theme present in the data was the teacher's conceptualization of the "enterprise," or her viewing herself as part of a group of persons sharing an investment in the school. Issues relating to purpose, support, and power were evident in her conceptualizations of both the enterprise and her own classroom. Resolution of these issues was facilitated by the teacher's valuing being comfortable, avoiding conflict, and adhering to an authority model. Finally, it was suggested that, for a teacher to thrive in a school as the subject did, there needs to be congruency between the teacher's conception of the classroom and the enterprise. (CB)

ED 247 006

PS 014 444

Flamholtz, Mindie Lazinsky And Others
Care of Infants in Groups: A Resource Paper.
Maryland Committee for Children, Inc., Baltimore.

Pub Date—Feb 84

Note—42p.

Available from—Maryland Committee for Children, Inc., 608 Water Street, Baltimore, MD 21202 (\$5.00).

Pub Type—Guides—Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Cognitive Development, *Day Care Centers, Early Childhood Education, *Family Day Care, Health, *Infants, Literature Reviews, *Public Policy, Social Development, *Teacher Role

Identifiers—Maryland

The aims of this paper are to document the need for quality infant day care, to encourage the formation of a statewide policy for infant day care in Maryland, and to recommend specific components of that policy. Discussion refers to both family day care and center-based day care. After the first section's introductory presentation of data indicating the need for infant care, section 2 provides historical and background material on infant care and a brief overview of child development supplemented by lists of developmental milestones for children from birth to 5 years of age. Section 3 summarizes research on group care for infants. Recommendations are offered in section 4 in the areas of administration, funding, program provision, staffing, health concerns, parent participation, and employer-supported services. Section 5 explores research findings bearing on best practices in infant day care. Discussion focuses on (1) social development in the areas of attachment/separation anxiety, factors modifying children's responses to day care, and social behavior; (2) cognitive development; (3) health; and (4) the caregiver's role in the development of the child. Developmental milestones listed in the appendix are organized according to the following skill categories: cognition, communication, gross motor, fine motor, self-help, and social. (RH)

ED 247 007

PS 014 456

Pyle, Debra L.
The Effects of Talents Unlimited on Academic and Social Self-Concept.

Pub Date—10 Mar 84

Note—55p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Elementary School Students, Grade 2, Learning Activities, *Program Effectiveness, Program Evaluation, *Self Concept, Talent Identifiers—Talents Unlimited Program

Talents Unlimited is an approach to instruction that nurtures the development of talents in areas other than the traditional academic subjects. To help children learn basics, the approach makes use of thinking, communication, decision-making, plan-

ning, and forecasting skills in teaching academic subjects. Twenty second grade students participating in the program experienced at least two activities per week. The control group consisted of 115 similarly typed students. Both groups were from a small town/rural area in Michigan. Comparisons were made of (1) participants' scores on a teacher-made pretest and posttest of self-concept and scores of 115 comparable control students, and (2) the self-concepts of low versus high academic achievers. Results indicated that the treatment group had greater academic self-concept gains than did the control group and less of a deficit than the control group in social self-concept. The program thus was found to be more effective for low academic achievers than for high academic achievers. (Appendices provide 42 lesson plans and instruments used in the study, self assessment surveys for students, and questionnaires for teachers.) (Author/RH)

ED 247 008

PS 014 458

Ciminero, Sandra Elser
Meeting the Educational and Therapeutic Needs of Short Term Hospitalized Children with the Aid of the Computer.

Pub Date—May 84

Note—19p; Paper presented at the Annual Conference of the Association for the Care of Children's Health (Houston, TX, May 27-30, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Check Lists, *Computer Oriented Programs, *Hospitalized Children, *Individual Needs, *Microcomputers, Surveys

The acute care pediatric/adolescent unit at Saint Joseph Hospital in Chicago, Illinois offers patients computer services consisting of recreation, general education, newspaper, and patient education components. To gather information concerning patients' experience with computers and to assess the effectiveness of computer services, data were collected by surveys and observation. Survey results indicated, among other things, that a computer does motivate older patients who would have refused other activities available to them. Observations indicated that computer services meet many basic needs for the patient: hastening recovery, providing a sense of control, discouraging self-imposed isolation, and promoting psychosocial adjustment to the hospital. It is concluded that the computer provides very positive therapeutic and educational experiences for children and adolescents from 6 to 20 years of age. (RH)

ED 247 009

PS 014 461

Children's Fears of War. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families. Pub Date—20 Sep 83

Note—139p; Small print would not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05913-3, \$4.00). Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Behavior, *Childhood Attitudes, *Childhood Needs, *Fear, Hearings, *Nuclear Warfare, Social Development, *Social Responsibility

Identifiers—Congress 98th

The hearing reported in this document was held to learn more about children's fears of war. Appearing before the committee were doctors, researchers, and child development experts whose testimony focused on what children worry about, the changing nature of children's fears of war, and the implications of children's attitudes for parents and society. Also heard were children, youth, and parents who voiced their concerns about nuclear war. Included in the document are papers and research reports, including (1) an exploration of some difficulties inherent in understanding possible effects of the threat of nuclear war on children, (2) a study of how children learn the principles of community, and (3) a study of children's responses to the nuclear arms debate. (RH)

ED 247 010

PS 014 462

Daniels, Mary Brett

The Future: Concept and Contradiction.

Pub Date—May 84

Note—8p; Paper presented at the Annual Meeting of the Delaware Valley Association for the Education of Young Children (Philadelphia, PA, May 11-12, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Child Advocacy, *Childhood Attitudes, *Children, *Concept Formation, Emotional Response, *Nuclear Warfare, Socialization, *Time

Identifiers—Future Cognition

Children's developing concept of time is important in socialization, but a contradiction is implied in asking children to educate themselves for the future when both children and adults are aware of the threat of nuclear annihilation. The development of time concepts can be traced through infancy, preschool, elementary school and adolescence, and children must learn time concepts in order to learn to control impulses, to endure frustration, and to plan and establish personal relationships. Research by Escalona and others shows that knowledge of the possibility of nuclear annihilation negatively affects children's planning for the future and their relationships with adults. Adults should therefore show their concern about the nuclear issue. (CB)

ED 247 011

PS 014 463

Katz, Lilian G.

The Young Child in the Year 2000: Setting the Professional Agenda.

Minnesota Univ., Minneapolis. Center for Early Education and Development.

Pub Date—Jun 84

Note—8p; Paper presented at the Minnesota Round Table Meeting in Early Education (Minneapolis, MN, June 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Values, *Early Childhood Education, *Educational Trends, Ethnic Relations, *Futures (of Society), Individual Development, Interpersonal Competence, Living Standards, Parent Education, Parent Participation, *Quality of Life, Racial Relations

While forecasting what the sociopolitical climate will be like in the year 2000 is extremely hazardous, it is possible to discuss some long term societal trends and to offer a personal list of items that, it is hoped, will be on the agenda for education. Long term trends which will probably continue to influence society include the increasing similarity of the sexes, particularly in such areas as child rearing functions and responsibilities, the increasing sophistication of children, and the steady raising of criteria for what constitutes the "good life." Education in the year 2000 can also be approached by formulating answers to questions of what will then be conceivable, possible, feasible, practical, and desirable. However, these answers are amorphous due to our lack of knowledge about future conditions and are highly individual because they are colored by our personal values. A list of desirable agenda items for education includes (1) the quality of life as a focal variable, (2) assessment of children on a measure of thriving, (3) emphasis on aesthetics, (4) development of interethnic and interracial harmony, (5) emphasis on the development of social competence, (6) development of interest in something outside of the self, (7) parent participation in child care, and (8) improvement of public understanding of child development and education. (CB)

ED 247 012

PS 014 464

Sudden Infant Death Syndrome, FY 1983. Special Report to Congress.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—83

Note—11p; Print is broken and may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communicable Diseases, *Infant Mortality, *Infants, *Research Projects

Identifiers—Immunology, *Sudden Infant Death Syndrome

This report describes research programs focusing on the sudden infant death syndrome (SIDS) and indicates some presently available results. Specific attention is given to research on sleep apnea, respiratory control, and hypoxia, as well as to infectious

disease processes and immunology. Findings of a large-scale multidisciplinary SIDS project are discussed. In addition, various related research studies conducted by different agencies are described. Funds allocated to and estimated for public health service agencies are specified for the years 1980 through 1984. (RH)

ED 247 013

PS 014 467

Nelson-Le Gall, Sharon A.

Necessary and Unnecessary Help-Seeking in Children.

Spons Agency—Foundation for Child Development, New York, N.Y.

Pub Date—84

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Age Differences, Elementary Education, *Elementary School Students, Grade 3, Grade 5, *Individual Differences, *Sex Differences

Identifiers—*Help Seeking

A study was conducted to examine the task-related help-seeking behavior of 85 third- and fifth-grade boys and girls of varying scholastic ability. Participants, white middle-class children, were blocked into high- and low-ability groups on the basis of word comprehension subscores on the California Achievement Test. Children were presented with 16 words whose meanings had to be identified by selecting from a list of alternatives the word most closely matching the target word in meaning. Children were given the opportunity to seek help as desired, and their bids for help were classified as being either necessary or unnecessary. Children's preference for indirect versus direct help was also assessed. Results of the study indicated that, with increased age, children seek more necessary help than unnecessary help and clearly prefer mastery-oriented help to dependency-oriented help, especially at low ability levels. Implications of the findings for understanding individual differences in the adaptive use of help seeking in achievement situations were drawn. (Author/RH)

ED 247 014

PS 014 469

A Longitudinal Study of the Effectiveness of Full-Day Kindergarten.

Evansville-Vanderburgh School Corp., Ind.

Pub Date—83

Note—113p; For a related document, see ED 190 224.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Comparative Analysis, *Elementary School Students, Followup Studies, Grade Repetition, *Kindergarten, Longitudinal Studies, *Outcomes of Education, Parent Attitudes, Primary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Self Concept, Student Attitudes, Teacher Attitudes

Identifiers—*Full Day Programs, *Half Day Programs, Indiana (Evansville)

The purpose of this follow-up study was to determine whether elementary school students who completed full-day/ everyday kindergarten in 1979 and 1980 exhibited any long term benefits. Data were collected from standardized tests, report cards, questionnaires, and interviews. Participants were third- and fourth-grade students (enrolled in the school at which they had attended kindergarten), their parents, and their teachers. It was expected that kindergarten students in the full-day/everyday program, parents, and teachers would have positive attitudes about full-day kindergarten. Furthermore, it was suggested that, when compared with students who attended half-day kindergarten in 1978-79 and 1979-80, children who attended the full-day kindergarten would display higher self-concept, have more positive attitudes toward school, achieve higher academic grades, receive higher conduct marks on report cards, have a lower rate of grade retention, achieve higher handwriting ratings, and have higher reading and academic scores. Results indicated that children who attend full-day kindergarten, their parents, and their primary teachers do have positive attitudes about the full-day program. These children, in contrast with children who attend half-day programs, tend to have higher academic and conduct report card marks, a lower rate of grade retention, lower handwriting ratings, and higher standardized test achievement scores. Their self-concepts and attitudes about school are not found to be negatively affected by participation in the

full-day program. Questionnaires are appended. (RH)

ED 247 015 PS 014 473

Tortu, Stephanie

Children's Reactions to the Termination of Friendship.

Pub Date—Apr 84

Note—26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, *Childhood Attitudes, Elementary Education, *Elementary School Students, *Friendship, Grade 3, Grade 6, Interviews, *Peer Relationship, *Sex Differences

Identifiers—Coding, *Friendship Termination

Questions designed to assess children's reactions to the ending of friendships were asked in structured interviews involving 64 children (30 third graders and 34 sixth graders). Subjects, divided almost equally by sex, were mostly white and primarily middle-class. Questions were specifically designed to elicit information regarding (1) why and how friendship termination occurs; (2) the perceived frequency of termination in the child's peer group; and (3) the child's personal experiences with termination, including details on when the event occurred and on the child's affective and behavioral reactions. Results indicated that the experience of friendship termination is perceived as a meaningful event in a child's life. Only a few grade differences emerged in the reactions to termination, and sex differences were inconsistent across questions. Girls were more reluctant than boys to initiate breakups, and girls in general also appeared to be somewhat less casual than boys about breakups. Though they did not differ from boys in their affective reactions to termination, girls were more likely to discuss the event with others, and they were also more likely to tell their partner explicitly that they had decided to terminate the relationship. A sample interview and a coding guide are appended. (RH)

ED 247 016 PS 014 474

Johnston, Mona S.

Conductive Environments for Infants and Toddlers:

Small but Significant Beginnings to "Catch the Rhythm of the Child".

Pub Date—84

Note—7p.; Paper presented at the Annual Meeting of the Midwest Association for the Education of Young Children (Cincinnati, OH, May 3-6, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, *Day Care Centers, Early Childhood Education, Grouping (Instructional Purposes), *Infants, *Manipulative Materials, *Staff Utilization, Student Teacher Ratio, *Teacher Characteristics, Teacher Developed Materials

The caregiver is most important in creating environments for infants and toddlers that "catch the rhythm of the child." Day care centers trying to meet the increasing demand for child care for infants and toddlers cannot have the same staffing patterns and programming for this age group as for older preschool children. Each caregiver should work closely with a given number of children (e.g., four or five children under 2 years of age) to make a day care "family." This arrangement creates a consistent environment in which the caregiver can communicate well with both children and parents. If the unit includes more than one age group, the caregiver can have a variety of relational roles and the toddlers can serve as role models for the infants. The caregiver needs to know the sequence of children's early physical and social development so that he or she can facilitate and support each child's growth. The caregiver must be respectful of children and responsive to their demands and needs. The relationship between caregiver and child should also be reciprocal; each brings something into the life of the other. Such a caregiver will naturally think of many activities to pursue with young children. (To illustrate, six handmade manipulative objects are described in detail.) (CB)

ED 247 017 PS 014 484

Frenatal Care.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—DHHS-HRSA-83-5070

Pub Date—83

Note—109p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-091-00237-1, \$4.25)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Birth, *Child Development, Health Materials, Hospitals, *Infants, *Life Style, *Nutrition, *Parent Child Relationship, Parent Education, *Pregnancy

Identifiers—*Prenatal Care

This booklet is the first in a series of publications designed to provide parents with useful information about childrearing. Contents are organized into three parts. Part I focuses on the pregnancy, prenatal care, development of the baby, pregnant lifestyles, nutrition, common discomforts, and problems of pregnancy. Part II provides information about the birth, labor and delivery, and hospital stay and recovery. Part III concerns the baby (feeding, birth weight, schedules, bathing, and so forth). (RH)

ED 247 018 PS 014 485

Partridge, Susan

Left/Right Brain Functioning: Implications for Teachers.

Pub Date—[83]

Note—14p.

Pub Type—Guides - Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior, *Cerebral Dominance, *Cognitive Style, Elementary Secondary Education, Guidelines, *Lateral Dominance, Learning Modalities, *Multisensory Learning, Teaching Methods

To increase teachers' sensitivity to their students' learning styles, this paper points out some behavioral characteristics displayed by many right-hemispheric children. Additionally, the distinction between children who are either "part perceivers" or "whole perceivers" is explained. Functions of brain parts as well as several remedial, multisensory approaches designed to help the severely disabled reader are briefly described, and suggestions are offered for teaching children having weak language skills and favoring the visual learning modality. In conclusion, some ways that teachers can effectively instruct children with different hemispheric preferences are indicated. (RH)

ED 247 019 PS 014 487

Riley, Sue Spayth

How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-Confidence and Wisdom.

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-912674-88-1

Pub Date—84

Note—103p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #202, \$4.50).

Pub Type—Opinion Papers (120)—Guides - Non-Classroom (055)—Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Activities, *Decision Making, Discovery Learning, Early Childhood Education, Experiential Learning, Guidelines, *Moral Development, Parent Responsibility, *Parent Role, Play, Social Behavior, Teacher Responsibility, *Teacher Role, Teaching Methods, *Values Education, *Young Children

Identifiers—*Choice Behavior

Providing suggestions for parents and teachers, this anecdotal collection of an early childhood educator's experiences and insights emphasizes the importance of developing the decision-making capabilities of young children. Fundamentally, the discussion asserts that one of the major responsibilities of adults is to give children freedom to learn from their own experiences and to shoulder the consequences of their choices. The argument includes the following ideas: (1) children's autonomy in decision making can be increased without loss of parental control; (2) art activities are important sources of early experiences in choosing among alternatives; (3) the appropriate role of parents and teachers is a nurturing one, not a didactic one; (4) attempts to direct children's play violate children's rights; (5) parents and teachers should structure children's play environments but should not structure the pro-

cess of their play; and (6) the security-providing, necessary prohibitions imposed by adults to establish boundaries to and limits on children's behavior must not impugn children's motives or become the basis of power struggles between children and adults. Contents also emphasize the importance of social play. It is noted that when children play together they are constantly making decisions and that confidence in decision making promotes competence and moral development. (RH)

ED 247 020 PS 014 488

Rawlings, Steve W.

Household and Family Characteristics: March 1983.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—May 84

Note—243p.; Figures in tables may not reproduce well due to small type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-90787-9, \$7.00).

Journal Cit—Current Population Reports; Series P-20 n388 May 1984

Pub Type—Numerical/Quantitative Data (110)—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age, Children, Demography, *Educational Attainment, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Hispanic Americans, *Homeowners, Marital Status, National Surveys, *One Parent Family, Race, Rural Urban Differences, Sex, Tables (Data)

This annual report presents demographic data on households and families for 1983 and highlights some important changes that have occurred in recent years. Nine pages of text precede the 25 detailed tables that compose the major portion of the report. This preliminary text provides an introduction and a user's guide to the tabular material. Briefly described are composition of households, change in household formation patterns, selected characteristics of households, one-parent families, years of school completed by family householders, homeownership, and related reports. Selected highlights of these discussions include the observations that (1) the number of households in 1983 (about 83.9 million) did not increase significantly over the number of households in 1982; (2) average household size dropped from 3.33 persons per household in 1964 to 2.73 persons per household in 1981, but no significant change in the average has occurred during the past 2 years; (3) one-parent families, as a percentage of all families with children, increased from 11 percent in 1970 to 22 percent in 1983; and (4) among all families with children, the proportion of householders completing 4 or more years of college in 1983 was 22 percent, as compared with 9 percent for female householders maintaining one-parent homes. Two appendices provide (1) term definitions and explanations of categories, and (2) information concerning source and reliability of estimates. (RH)

ED 247 021 PS 014 490

Osborn, A. F. And Others

The Social Life of Britain's Five-Year-Olds: A Report of the Child Health and Education Study.

Report No.—ISBN-0-7100-9618-6

Pub Date—84

Note—445p.

Available from—Routledge & Kegan Paul, Inc., 9 Park Street, Boston, MA 02108 (\$29.95; no shipping charge on pre-paid orders).

Pub Type—Books (010)—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Day Care, Differences, *Disadvantaged, Early Childhood Education, *Employed Women, *Family Characteristics, Family Environment, Family Problems, Foreign Countries, Longitudinal Studies, National Surveys, Nursery Schools, Outcomes of Education, Parent Attitudes, Parent Role, *Preschool Education, Questionnaires, Regional Characteristics, Research Methodology, Social Change, Social Differences, *Young Children

Identifiers—England, Infant Schools (United Kingdom), Scotland, Wales

This national longitudinal study follows the first 5 years of life of 13,135 children in England, Scotland, and Wales who were born during a single week in April 1970. Part One examines the concept and extent of social inequality in the sample of children

and compares the social circumstances of this third cohort with those of the earlier two studies. Discussion then focuses on family disruption and describes how loss of a parent can result in downward social mobility. The division of labor in the home and the extent to which fathers have taken part in domestic and child care activities is analyzed. Social and family factors are compared with regard to their effects on children's cognitive development and on behavioral adjustment and depression in mothers. Part Two discusses the pattern of entry to infant schools in Britain and describes the relationship of such entry to use of preschool educational services. Different social and family factors influencing the type of mothers' involvement are revealed. Additionally, the association between preschool attendance and the extent of mothers' involvement is examined. Part Three considers factors influencing mothers' paid employment and examines the extent and nature of such work. The attitudes of employed and nonemployed mothers toward maternal employment are contrasted, and reasons for mothers' working are reported. Child care arrangements made by working mothers are described, and an analysis is made of the association of maternal employment with children's behavior and ability and with maternal depression. Part Four describes how the survey was carried out, traces rates and possible sources of bias due to nonresponse, and provides detailed explanations of assessments and methods of analysis. (RH)

ED 247 022 PS 014 491

Cooper, Dennis C. And Others

The Central Registry/Clearinghouse: A Tool for Improving the Child Support Enforcement Program.

National Child Support Enforcement Reference Center (DHHS), Rockville, MD.; University Research Corp., Bethesda, Md.

Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.

Pub Date—Dec 83

Contract—OCSE-600-83-0019

Note—53p.; Product of the Child Support Technology Transfer Project.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Children, *Clearinghouses, *Data Processing, *Financial Support, Glossaries, *Information Systems, Law Enforcement, Money Management, Parents, Planning, Program Descriptions, *Program Implementation, State Programs, *Systems Development

Identifiers—Case Management, *Child Support Enforcement Program, Missouri, Nevada, Oregon, Reporting Capability, Social Security Act Title IV D

Potential uses of a central registry/clearinghouse approach in the Child Support Enforcement Program (CSEP) are described in this publication. The CSEP was established in 1975 under Title IV-D of the Social Security Act in an effort to reduce federal monies spent supporting dependent children not receiving financial assistance from absent parents. A central registry/clearinghouse operation provides an automated capability that establishes, for a common purpose, records containing entries of data relevant to cases serviced within a jurisdiction. The central registry/clearinghouse allows CSEP users to collect, classify, record, store, track, and distribute information for child support enforcement activities. Chapter I of this publication indicates basic characteristics of the registry/clearinghouse, points out benefits, and discusses alternative approaches to designing a statewide system. Chapter II explores issues for state program administrators to consider in planning to adopt a central registry/clearinghouse. Chapter III provides program overviews focusing on how Oregon, Missouri, and Nevada have operationalized the registry/clearinghouse concept and how programs have addressed many of the implementation considerations presented in chapter II. Specifically discussed are case initiation and management, financial management, enforcement, safeguarding security/privacy, and reporting. A glossary of terms is included. (RH)

ED 247 023 PS 014 492

Astington, Janet W.

Changes in Children's Concept of Sex Role Typing of Some Adult Activities after Two Years in School.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, Adults, Comparative Analysis, *Concept Formation, Early Childhood Education, *Elementary School Students, Foreign Countries, *Preschool Children, *Sex Role, *Sex Stereotypes

Identifiers—Ontario (Toronto)

In assessing the concept of sex-role typing of adult activities, this study required subjects to add male or female adult figures to 12 pictures illustrating different activities. Randomly chosen, participants included ten 4-year-olds enrolled in a female teacher's class and twenty 6-year-olds (10 from a male teacher's and 10 from a female teacher's class). Results suggested (1) that children's concept of sex-role typing changes between the ages of 4 and 6 years in the direction of greater conformity with traditional stereotypes, and (2) that presenting children with personal experiences of atypical role occupants has some effect, although perhaps less than might be anticipated. (Author/BJD)

ED 247 024 PS 014 495

Biggs, Lucy C.

Children's Services in the 80's: What Are They?

How Can They Be Met?

Pub Date—Apr 84

Note—24p.; Paper presented at the Regional Conference of the New England Association for the Education of Young Children (Manchester, NH, April 27-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption, *Child Abuse, Child Neglect, Child Welfare, *Day Care, Disabilities, *Foster Care, *Runaways, *Welfare Services

Identifiers—Administration for Children Youth and Families, Homeless Youth, *Project Head Start, Special Needs Adoption

Contents of this keynote address provide current information about services offered by the Administration for Children, Youth and Families (ACYF). In fiscal years 1984 and 1985, ACYF will continue with program initiatives to improve the quality and effectiveness of Head Start. In addition, ACYF has established a number of initiatives to help support American families in their child care needs. ACYF also continues to be involved in helping states and local communities improve their child care systems and services. To counter child abuse and neglect, ACYF assists states and communities in improving their prevention and treatment activities. Additionally, the organization has implemented a special-needs adoption program and administers a program under the Runaway and Homeless Youth Act. Throughout the past decade, considerable progress has been made in every aspect of children's services. In the future, while the federal government will continue to provide support, leadership at the community and the state levels will be needed. (RH)

ED 247 025 PS 014 497

Gripshover, Nancy A.

The Consequences of Home Computers for Gender-Role Socialization: Defining a Theoretical Perspective.

Pub Date—Mar 84

Note—30p.; Filmed from best available copy. Paper presented at the Eastern Communication Association Conference (Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Family Characteristics, *Family Environment, *Microcomputers, Research Methodology, *Research Needs, Research Problems, *Sex Role, Sex Stereotypes, Social Class, *Socialization

Identifiers—Bernstein (Basil), *Social Interaction, Theoretical Analysis

An important concern related to the increase in numbers of home computers is the integration of technology into the family system. This paper defines a theoretical perspective and research strategies from which to assess gender-related perceptions surrounding home computer use. The perspective is drawn from B. Bernstein's (1971, 1973) notions of person-oriented and positional

families. From this perspective, the patterns of interaction within a family contribute to reliance on particular ways of organizing social reality. These patterns are expected to be a major force in the development of children's perceptions of computer use. (Author/RH)

ED 247 026 PS 014 526

Health and Safety Resources for Child Care Workers.

Child Care Employee Project, Berkeley, CA.

Pub Date—84

Note—62p.; Original document contains several colored pages that may not reproduce well.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Caregivers, *Day Care, Disease Control, Early Childhood Education, Health Materials, Minimum Wage Legislation, *Occupational Safety and Health, Overtime, *Personnel Policy, Pesticides, Resource Materials, Sanitation, Stress Variables, Teacher Burnout

Identifiers—California, *Employee Rights

Organized into three sections, these resource materials provide basic information for child caregivers about occupational hazards associated with child care work; personnel policies, staff burnout and environmental stressors; and employee rights. Contents of the first section include a general discussion of health and safety hazards in child care environments; a health and safety checklist; a fact sheet for women who clean child care centers; a discussion about art materials that should be avoided and alternatives to hazardous cleaning materials; guidelines for avoiding back injuries and preventing infectious diseases in child care centers; and discussions focusing on the eradication of infestations of head lice in children, control of cockroaches without the use of pesticides, asbestos in schools, and free and low cost health and safety resources. The second section provides discussions of staff burnout in child care settings, improvement of substitute policies, staff break time policy, health coverage, and personal safety for child care staff. Also provided is a discussion of possible environmental causes of stress on child caregivers. Materials in the third section deal with workers' compensation benefits, employment rights and wage and hour laws in California, and employment rights under the Fair Labor Standards Act. (RH)

ED 247 027 PS 014 558

Shinman, Sheila M.

Trends in Early Childhood Education in the United Kingdom.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—64p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Caregivers, Day Care, *Early Childhood Education, *Educational Needs, *Educational Trends, Foreign Countries, Literature Reviews, Nursery Schools, *Research and Development

Identifiers—Playgroups, *United Kingdom

An overview is provided in this discussion of major developments in preschool education in the United Kingdom from 1973 to 1983. The first section offers general observations and covers major trends: rapid social change, the low priority accorded to preschooling, diversity as a key feature of early childhood education, children with special needs, day care, and part-time provision. The second section reviews recent research and development initiatives; discussion focuses on research conducted in institutional and home settings. Institutional research reviewed centers on (1) play in nursery school, playgroup, and day nursery; (2) an ecological perspective on children's play and behavior; (3) the adult role in language development; (4) the impact of organization and structure on the quality of care; (5) transition and continuity in early childhood education; and (6) parental involvement. Research reviewed on home-based services and support covers (1) childminding (home day care), (2) educational home visiting, and (3) community-

based support and preparation for parenthood. The third section summarizes the review of research, and the fourth section points out implications for educators. It is concluded that considerable progress has been made in understanding the needs of families with young children and in responding effectively to those needs. (RH)

ED 247 028 PS 014 559

Bhavanji, Navaz
Mother-Infant Interactions in Various Cultural Settings.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—57p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Rearing, *Cultural Background, *Cultural Context, Cultural Differences, *Cultural Influences, Foreign Countries, Global Approach, Infants, Mothers, *Parent Child Relationship, Research Needs, Theories, Young Children

Identifiers—Botswana, Breastfeeding, Japan, Kenya, Latin America, South Pacific, Uganda, Zambia

Focusing mainly on mother/infant interactions in non-Western cultures, this review of literature in the area of comparative child development covers theoretical perspectives, empirical research, and issues and trends. Infancy is defined as the period from birth to 3 years of age to provide the broadest possible coverage. Theoretical perspectives discussed include ethology, population psychology, culture and personality, cross cultural psychology, and biosocial psychology. The review is organized in terms of geographical location; studies discussed were conducted in Kenya, Uganda, Zambia, Botswana, Japan, the South Pacific, and Latin America. Findings of the research reviewed are summarized under three headings: household structures and composition, feeding practices, and mothers' attitudes and beliefs. Recommendations for further research are offered. (RH)

ED 247 029 PS 014 560

Jones, Elizabeth

Perspectives on Teacher Education: Some Relations Between Theory and Practice.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—36p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, *Early Childhood Education, *Educational Practices, *Educational Strategies, Educational Theories, Emotional Development, Higher Education, *Individual Development, Social Development, *Teacher Education, *Workshops

Illustrated with examples drawn from the experience of one teacher educator, ways of providing prospective teachers at the college level with active learning experiences based on developmental principles are discussed. The discussion draws parallels between three approaches in early childhood education and these same approaches to teacher education. Specifically examined are behavioristic-learning, cognitive-developmental, and developmental-interactionist approaches. Core features of each approach are identified, differences between approaches are indicated, and the implications of each approach for educational practice and the individual development of teachers are pointed out. The behavioristic-learning theory approach is viewed as the basis of traditional approaches to teacher education and is, therefore, only briefly dis-

cussed. Emphasis is given to the cognitive-developmental and the developmental-interactionist approaches, which differ mainly in that the latter includes the dimensions of affective and social development. Much discussion of the two developmental approaches focuses on strategies for establishing learning situations that promote individual growth. Particular attention is given to workshops, which encourage increased involvement, and to teacher-made worksheets, which enable students to work independently. Subsequent to a discussion of affective dimensions of workshop experiences, concluding remarks focus on risks involved in using the developmental approaches and on grounds for preferring developmental approaches in early childhood teacher education. (RH)

ED 247 030 PS 014 561

Oertel, Frithjof M.

Preschool Social Education Curricula in West Germany: The Situation-Oriented Approach.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—61p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Development, *Curriculum Evaluation, *Educational Change, Federal Programs, Foreign Countries, *Kindergarten, Politics of Education, *Preschool Education, *Socialization, Social Sciences, Validated Programs

Identifiers—Critical Analysis, *West Germany

Described in this document are three stages in the emergence and acceptance in West Germany of the situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years). In brief, this approach stresses learning in real-life situations within the community and values the contributions of children, families, and communities. Specifically discussed are three variants of the approach: the situation approach, the situative approach, and the situation-oriented approach. Respectively, variant approaches emphasize the social sciences; the socialization process; and the integration of socialization, situation, and social sciences. Criticisms of these variants are reviewed, and arguments for the priority of social education in early childhood are offered. It is concluded that (1) the situation-oriented approach and its instructional materials have legitimized preschool education as an academic field and have given it an educational perspective in its own right; (2) research has validated the approach, and criticisms resulting from economic crisis and political conservatism therefore carry little weight; and (3) materials associated with the approach are ready for use in any developed country, and associated methodology may be used for curriculum development throughout the world. An appended chart lists characteristics of each of the variants of the approach. (RH)

ED 247 031 PS 014 562

Simons, J. A. Simons, F. A.

Montessori and Regular Preschools: A Comparison.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—52p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Course Content, *Educational Objectives, Foreign Countries, Learning Activities, *Preschool Curriculum, *Preschool Education, *Teacher Education, *Teaching Methods

Identifiers—Australia (New South Wales), *Montessori Method, *Montessori Preschools

This comparison is based on the authors' selective review of literature, observations of Montessori preschools in America and Australia, and experience in early childhood teacher education in Australia. The discussion explores general educational objectives, curricula, children's activities, instructional approaches, and teacher role in preschools implementing Montessori and eclectic (or "regular") approaches. The preparation of early childhood teachers for Montessori and regular preschools is also compared and discussed in relation to advances in knowledge of child development and modern educational theory and practice. Recent research comparing educational outcomes of Montessori and regular preschool education is cited. The discussion concludes with an evaluation of the relevance and usefulness of the Montessori approach within the fields of preschool education and teacher education today. (RH)

ED 247 032 PS 014 563

Becher, Rhoda McShane

Parent Involvement: A Review of Research and Principles of Successful Practices.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—71p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, Cognitive Development, Elementary Secondary Education, Family Influence, Literature Reviews, Parent Attitudes, *Parent Education, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Program Effectiveness

Presenting a review of research on parent involvement, this document is intended to serve as a basis for developing policies, programs, and practices in parent involvement programs. Specifically, the review concerns (1) the role of parents, family, and home in determining children's intelligence, competence, and achievement; (2) the effects of parent education programs on children's cognitive development and school achievement and the characteristics of effective parent education programs; (3) parental practices that promote reading readiness and receptivity to reading instruction and intervention efforts to enhance these effects; and (4) the effects of parent involvement in child care and education programs, the means for bringing about such involvement, and the means for improving parent/teacher relationships and communication. Attention is also given to research regarding the attitudes of parents, teachers, and administrators toward parent involvement and to the problems encountered in parent involvement efforts. In addition, a set of basic principles characterizing successful parent involvement programs is offered as a guideline for program development. In conclusion, some cautions and concerns for consideration in developing policies, programs, and practices in parent involvement are discussed. Extensive references are included. (Author/BJD)

ED 247 033 PS 014 564

Plummer, Diane L. And Others

The Academic and Social Consequences of Grade Retention: A Convergent Analysis.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—52p.; To be published as a chapter in "Current Topics in Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Grade Repetition, Literature

Reviews, *Peer Influence, *Research Needs, *Self Esteem, *Social Behavior

The subject of grade retention has generated substantial theoretical, empirical, and practical attention for almost a century. However, few conclusive statements regarding this widespread practice can be made, and the literature has generated mixed results. Reviews of the literature prompt many questions: Does retaining a child in grade increase subsequent academic performance? What are children's perceptions of retained peers? Do retained children have expectations different from those of their non-retained counterparts about performance, school, and teachers? and, Is children's self-esteem affected by grade retention? The first section of this discussion summarizes available data about effects of grade retention on children's academic performance. The second section presents information about the social behaviors of children who have been retained, including information on how perceptions of others can influence children's school performance and interaction with peers. The third section summarizes data regarding effects of grade retention on children's self-esteem. The fourth section offers suggestions for future research, concluding that grade retention can be beneficial if certain conditions are met. Such conditions concern selection for retention, time of implementation, assessment of academic progress, and emotional support. (RH)

ED 247 034 PS 014 565

Saracho, Olivia N. Spodek, Bernard

Cognitive Style and Children's Learning: Individual Variation in Cognitive Processes.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—33p; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Style, Elementary Education, *Elementary School Students, *Field Dependence Independence, Intelligence Quotient, *Learning, *Measures (Individuals), Preschool Children, Preschool Education, Research Needs, *Teaching Styles

Cognitive style is a psychological construct concerning the manner in which individuals differ from one another in intellectual functioning. Researchers in the area have amassed evidence suggesting that cognitive style affects the way students learn, the way teachers teach, and the way students and teachers interact. Focusing on cognitive style and children's learning, this paper (1) provides a brief overview of the field dependence/independence dimension of cognitive style; (2) defines that dimension; (3) describes the most popular instruments used to measure cognitive style; (4) discusses the advantages and disadvantages of cognitive flexibility; (5) identifies the relationship between cognitive style and intellectual functioning, including academic achievement; and (6) describes students' learning styles and teachers' teaching styles. Implications for future research and practice are pointed out. It is concluded that greater attention should be given to learners' cognitive styles in order to better match educational resources and the abilities of students to make use of those resources. (RH)

ED 247 035 PS 014 566

Schuck, Dale H.

Children's Social Comparison and Goal Setting in Achievement Contexts.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0021

Note—44p; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Competence, Difficulty Level, Elementary Education, Elementary School Students, Individual Development, *Performance Factors, Reference Groups, Research Needs, *Self Evaluation (Individuals), Sex Differences, *Student Motivation

Identifiers—*Goal Setting, Proximal Goal, *Social Comparison

The purpose of this paper is to examine the theories and research concerning social comparison and goal setting processes in education and to discuss implications for educational practice and future research. Social comparison and goal setting are important contextual influences on children's task motivation, self-evaluations of capability, and skillful performance in achievement settings. Both processes provide a performance standard against which children can compare their present performance level. Young children's social comparisons with peers focus on practical concerns, such as similarities and differences, equitable shares of rewards, and securing correct answers. The effects of goals depend upon specificity, proximity, and difficulty level. Proximal goals are especially influential with young children, but will not promote performance if there is no goal commitment. In general, the effects of both processes on motivation, self-evaluation, and skillful performance in achievement settings depends on children's developmental level as well as on process characteristics. Thus, it is important that individuals working with young children view these processes developmentally. Future research should explore the operation of the processes in classrooms to determine how they can be systematically employed to enhance children's task mastery and sense of personal competence. (RH)

ED 247 036 PS 014 567

Ross, Rhonda P.

What's Happening in Elementary School Classrooms? Research on Time Use, Classroom Operations, and Activity Management.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0021

Note—108p; Supersedes ED 222 248.

Available from—Publications Office, ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog # 197, \$6.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attendance, Behavior Modification, *Classroom Environment, Classroom Techniques, *Educational Administration, *Educational Planning, Elementary Education, *Elementary Schools, Instructional Design, *Learning Activities, Literature Reviews, Student Behavior, Teacher Behavior, Teacher Role, *Time Factors (Learning), Time on Task

Identifiers—Recitation

A select portion of the educational management literature is reviewed in the three sections of this paper. The first section discusses literature concerning the amount of time students spend in school. Specific attention is given to the quantity of schooling, the allocation of school time, student engagement in academic tasks, and the relationship of these three variables to learning. The second section describes the kinds of activities elementary school teachers typically conduct in their classrooms. The literature reviewed focuses on the format of lessons (especially the recitation format), the relationship between activity format and behavior, characteristics of lesson formats, the signal system of lessons, pacing of lessons, the structure of the school day, and activity segments. The final section examines two of the major management issues faced by classroom teachers: the management of transitions between activities and the development and implementation of teaching plans. Subtopics discussed in the final section include reducing the length and chaos of transitions through advance preparation, establishment of clear boundaries, use of routines, movement management, and preactive planning. (RH)

ED 247 037 PS 014 568

Dawson, Ann Gilman And Others

An Experimental Study of the Effects of Employer-

er-Sponsored Child Care Services on Selected Employee Behaviors.

CSR, Inc., Chicago, IL.; Foundation for Human Service Studies, Inc., Chicago, IL.

Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—6 Aug 84

Grant—90-CJ-51/01

Note—127p; For executive summary, see PS 014 569. Produced by the Study of Employer Sponsored Child Care Services.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Day Care Centers, Early Childhood Education, Employed Parents, *Employee Attitudes, *Employer Supported Day Care, Federal Government, Fringe Benefits, Hospitals, *Information Services, Job Performance, *Labor Turnover, Morale, *Mothers, Public Relations, Questionnaires, Referral, Work Attitudes

Identifiers—*Absenteeism (Employee), Corporations

Described in this report is a study conducted to determine whether different kinds of employer-sponsored child care services had differing effects on the users of these services. Data were gathered on a year's attendance and turnover rates for 891 female employees who had used employer-provided child care. Subjects were randomly selected from 39 Midwestern and Northeastern companies and hospitals offering no services, on-site or off-site child care, or information and referral services. Results indicated that provision of on-site and off-site child care services by the employer had a positive effect on users' turnover rates; their morale; their perceptions of their job performance; and their decisions to accept and continue employment, to recommend their employer, and to work overtime. Information and referral services did not have as positive an effect as provision of child care. Other issues discussed in the report are the growth of corporate child care services and their limitations, the extent to which a corporation's public image is enhanced by providing day care, and the government's role in promoting information on corporate day care. Eleven appendices include selected employee comments, employer addresses, and study questionnaires and forms. (CB)

ED 247 038 PS 014 569

Dawson, Ann Gilman And Others

An Experimental Study of the Effects of Employer-Sponsored Child Care Services on Selected Employee Behaviors. Executive Summary.

CSR, Inc., Chicago, IL.; Foundation for Human Service Studies, Inc., Chicago, IL.

Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—6 Aug 84

Note—10p; For full report, see PS 014 568. Produced by the Study of Employer Sponsored Child Care Services.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care Centers, Early Childhood Education, Employed Parents, *Employee Attitudes, *Employer Supported Day Care, Fringe Benefits, Hospitals, *Information Services, Job Performance, *Labor Turnover, Morale, *Mothers, Questionnaires, Referral, Work Attitudes

Identifiers—*Absenteeism (Employee), Corporations

This executive summary describes a study conducted to determine whether different kinds of employer-sponsored child care services had differing effects on service users. Turnover and attendance data on 891 randomly selected female employees were gathered from 39 companies and hospitals offering on-site or off-site child care, information and referral services, or no services. In addition, 311 employees who used child care services answered questionnaires regarding their perceptions of the effects of those services on their employment. Results indicated that no conclusions could be drawn about the relationship between absenteeism and type of child care service. In addition, there was no significant relationship between employee decisions to accept promotions and type of child care service. However, employee decisions to accept and continue employment, to recommend the employer, and to work overtime were positively affected by the employer's provision of on-site or off-site child care. Provision of child care also had a positive effect on employees' morale and perceptions of their job performance, and turnover rates were greatly reduced. All positive relationships were much lower

for employees who were provided only information and referral services. Thus, it was concluded that results provided substantial justification for corporate child care. (CB)

RC

ED 247 039 RC 013 758

Springstead, Emelda And Others

Migrant Drop-Out Study, 1980-1981. Final Evaluation.

Education Service Center Region 2, Corpus Christi, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Migrant Education.

Pub Date—81

Note—204p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, *Counseling Effectiveness, *Dropout Characteristics, *Dropout Prevention, Dropout Research, Dropouts, Family Relationship, Financial Problems, Migrant Education, *Migrant Youth, Predictor Variables, Program Evaluation, *School Counseling, Secondary Education, *Secondary School Students, Student Attitudes, Student Participation, Student Teacher Relationship

Identifiers—Migrant Dropout Study, *Texas

The 1980-1981 project sought to extend the dropout prediction methods used previously by using a broader sample and to examine the effectiveness of counseling in dropout prevention. Over 1,200 migrant students in 35 Texas Coastal Bend school districts completed a survey regarding school attitudes, family problems, school participation, financial problems, and school performance. Results were similar to those from the previous year and showed that financial concerns, lack of active participation in class activities, clubs, and school functions, and poor academic performance significantly contributed to dropping out. The study identified 120 migrant students as potential dropouts and these students received individual and group counseling during the year. Data suggested what while counseling may be an effective strategy in dropout prevention, counseling resources are too limited to provide more than minimal service to migrant students. Although data were incomplete, counselors apparently provided direct guidance and clarification of student problems (student-teacher relationships, academic performance) in an average of 15.3 contact hours per student. The report includes eight recommendations regarding dropout testing and counseling for the program's 1981-1982 year. Appendices include letters, surveys, research designs, computer program requirements, participating districts and students, and other data related to the project. (SB)

ED 247 040 RC 014 435

Spencer, Gregory P.

Linking Knowledge and Action: PRI's Community Consultant.

Partnership for Rural Improvement, Pullman, Wash.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Nov 79

Note—51p.; For related documents, see ED 235 983-985.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Burnout, Change, *Consultants, Group Dynamics, Human Resources, Individual Characteristics, Job Skills, *Linking Agents, *Occupational Information, Rural Areas, *Rural Development, *Staff Role, Work Environment

Identifiers—*Partnership for Rural Improvement Within the Partnership for Rural Improvement (PRI), community consultants operate within three complex sets of relationships: client groups, the organizational structure of PRI, and the local operational base. Community consultants are responsible for developing and facilitating rural development and for providing assistance in community and regional organization and rural development processes. PRI community consultants are effective as trainers, change agents, resource linkers, nurturers, and mediators, due principally to their non-aligned position within the consortium of public service organizations. Community consultants help people increase their own capacities to develop and facilitate rural development, stimulate and encourage com-

munication and collaboration among organizations and agencies, maintain contact with agencies and institutions outside the area whose goals are related to the PRI, assist citizen involvement in planning and decision-making in PRI-sponsored programs, utilize a working knowledge of the community and regional structure in their assigned area, and identify emerging community issues and priorities. Successful community consultants must develop an understanding of their own attitudes, values, and perceptions, and the effect these have on their actions; have a personal commitment to continued learning and growth; avoid burnout; facilitate local autonomy and control in an unobtrusive fashion; be committed to humanity, democracy, objectivity, and change; and understand the dynamics of their own and others' power. (NQA)

ED 247 041 RC 014 811

Castleden, Jaye And Others

School Counsellor Project Competency Based Training and Education System.

Pub Date—Sep 83

Note—216p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American Indian Education, *Canada Natives, *Competency Based Education, Foreign Countries, Job Skills, *Learning Modules, Occupational Information, *On the Job Training, Postsecondary Education, *School Counselors, Skill Development, Staff Development, Student Evaluation, Task Analysis

Identifiers—Canada, *Manitoba Frontier School Division, New Careers Programs

Manitoba's Frontier School Division hired 18 local native adults to work as school counselors to be trained for over 24 months in a Competency Based Training and Education Program. The program, based on individual and work needs, combined classroom and on-the-job training in a 5-step process: job description, task definition, knowledge and skill definition, training plan development, and evaluation. Materials for the program include the job description, which details the many job functions of each of nine areas of responsibility of school counselors: relationship building and teamwork, professional ethics, professional development, student developmental work, career education and counseling, counseling, resources and referrals, community school education, and administration. The program materials also use a task list and list of required knowledge and skills, based on the job functions. A proposed training plan is also provided, giving dates for on-the-job and classroom training for each of 12 learning modules and their related tasks. For each module, the program materials give the time, title, training dates, expected outcomes, and objectives, along with evaluation forms and information about conducting appraisal interviews. (SB)

ED 247 042 RC 014 813

Tonemah, Stuart Benally, Elaine Roanhorse, Comp. Trends in American Indian Education: A Synthesis and Bibliography of Selected ERIC Resources.

Arizona State Univ., Tempe. Center for Indian Education; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-83-0023

Note—72p.

Available from—New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 (\$7.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Adult Education, American Indian Culture, *American Indian Education, Counseling, Curriculum Development, *Educational Trends, Elementary Secondary Education, Females, Higher Education, Information Sources, Program Effectiveness, Reference Materials, *Resource Materials, Student Development, Testing

Identifiers—*Current Index to Journals in Education

Approximately 200 resources which appeared in "Resources in Education" and "Current Index to Journals in Education" from January 1981 to June 1983 have been compiled into an annotated bibliography covering aspects of American Indian education including curriculum development, culture,

counseling, student development, testing, achievement, adult education, Indian women, higher education, status of Indian education, and program effectiveness. The monograph presents background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education. The first bibliography section, arranged by ERIC accession number, contains approximately 150 abstracts of documents appearing in "Resources in Education" and citations that include author(s), title, sponsoring and/or originating agency, publication date, pagination, language, publication type, alternate sources of the document, and descriptor and identifier terms. These documents are available for reading at over 750 ERIC microfiche collections nationwide and/or may be obtained in microfiche or paper copy by using the attached order form. The second section contains over 50 citations and annotations of journal articles announced in "Current Index to Journals in Education". Entries in this section can be found in the periodicals cited. The final section consists of a subject index for all citations. (Author/NEC)

ED 247 043 RC 014 817

Ramirez, Amelia G. And Others

Viriv O Morir? The Effects of Radio on Health Education for Hispanics.

Baylor Coll. of Medicine, Houston, Tex.

Spons Agency—National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.

Pub Date—Nov 83

Grant—HL17269

Note—17p.; Paper Presented at the Annual Meeting of the American Public Health Association (11th, Dallas, TX, November 13-17, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Cardiovascular System, Diabetes, Females, *Health Education, *Hispanic Americans, Hypertension, *Information Dissemination, Mass Media Effects, Media Research, Obesity, Program Development, *Program Effectiveness, Program Implementation, Programming (Broadcast), Public Health, *Radio, Spanish Speaking

Identifiers—Texas

Because of the higher-than-average risk of hypertension, obesity, and diabetes among Hispanics, researchers selected these three health problems as the focus of a "radio novela" intended to increase the health knowledge and awareness of a Hispanic target audience and to stimulate their response to the problems. The replicable health communication program consisted of five 5-minute radio episodes, each discussing one risk factor and its symptoms, diagnosis, treatment, and prevention. The episodes centered around a young doctor whose mission was to help his community learn to prevent the three health risks. The final episode urged participation in a subsequent health fair. The episodes were broadcast twice a day over five days on a popular Spanish radio station in Richmond/Rosenberg, Texas. Pre- and post-tests with groups of adult Hispanic females and follow-up conversations with health fair participants indicated that most listeners were more concerned with obesity than with hypertension or diabetes, but that listener concern with all three problems rose as a result of the programs. Also, listeners' knowledge rose significantly in some areas but not regarding symptoms. Among listeners, 39% took action regarding their health. Listeners were more likely to attend the health fair. Researchers concluded that radio messages can be an effective health education strategy. (SB)

ED 247 044 RC 014 820

Ackerman, Alan

Lead Oxides Used in the Treatment of Empacho.

Pub Date—14 Jun 83

Note—12p.; Paper presented at the U.S./Mexico Cross Border Health Association Meeting (Albuquerque, NM, June 14, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Folk Culture, Health Education, Hispanic Americans, *Immigrants, *Lead Poisoning, Medicine, *Mexican Americans, Mexicans, Migrants, *Public Health, *Special Health Problems

Identifiers—Colorado, *Folk Medicine, Gastrointestinal System

Many Mexican Americans regard "Azarcon," a lead tetroxide powder, and "Greta," a lead monox-

ide powder, as desired medical treatments for empacho, a perceived intestinal blockage. The folk medicines, available in Mexico but not in the United States, can cause lead poisoning, which can result in brain swelling, coma, permanent mental retardation, and death. As of June 1983, the medicines had resulted in 15 confirmed cases of lead poisoning in four states with unconfirmed reports of cases in three more states. Information from a "curandero" (folk healer) and the Colorado family of a 2-year-old victim and results of a survey of Hispanic American migrant families in Colorado indicate that gastrointestinal complaints such as constipation and abdominal pain are regarded as symptoms of empacho. Folk treatments of empacho differ with the severity of the case and range from massage to skin stretching and laxative teas to enemas and purgatives such as "Azarcon" and "Greta." The two substances are given sparingly, either dry or mixed with a liquid, on a 3- or 7-day basis. Because many surveyed Mexican Americans report being treated for empacho, frequently with the lead substances, warnings about "Azarcon" and "Greta" should be the subject of nationwide public health education efforts. (SB)

ED 247 045

RC 014 821

Roberts, Robert E.

Ethnicity and Health: Mexican Americans. A Guide for Health Care Providers.

Spons Agency—National Fund for Medical Education, Cleveland, Ohio; National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—84

Grant—MH-00047

Note—27p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Cultural Background, *Cultural Influences, Cultural Traits, *Ethnicity, *Folk Culture, Health, Health Activities, *Health Education, *Mexican Americans, Professional Continuing Education, *Traditionalism
Identifiers—Cultural Values, Curanderismo, *Folk Medicine

Several characteristics and perspectives of how Mexican Americans regard health care are presented for health care providers. Following a brief discussion of culture and health, the guide describes the traditional and modern value orientations of Hispanics and the external forces that contribute to their adoption. Four key concepts to understanding interpersonal relationships among Mexican Americans are discussed: dignity, respect, hospitality, and personal interactions. Perspectives of the following five major types of indigenous healers in the Mexican American folk medical tradition are provided: curanderos, yerberos (herbalists), sobadores (folk chiropractors), senoras (professional readers of tarot cards), and parteras (lay midwives). Signs and symptoms generally recognized in Mexican American communities as indicative of illness are listed, along with home remedies involving herbs, vegetables, minerals, and animals. A description of some of the major Mexican American folk illnesses and their folk explanations is followed by an overview of several features which distinguish folk medical systems in general and Mexican American folk medicine in particular. The guide concludes with some general guidelines for providing health care to traditional Mexican Americans. (NQA)

ED 247 046

RC 014 823

Mentis, Jim

Backpacking, Outdoor Living Skills Series. Instructor Manual.

Missouri Dept. of Conservation, Jefferson City.

Pub Date—84

Note—110p; For related document, see ED 239

823.

Available from—Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adventure Education, *Camping, Conservation Education, *Equipment, Ethics, Experiential Learning, Food, *Instructional Materials, Learning Activities, Navigation, Outdoor Activities, *Outdoor Education, Recreational Activities, Secondary Education, *Teaching Guides, Trails, Units of Study

Identifiers—*Backpacking, Missouri

Intended for use by those who teach or work with youth in classroom or organizational settings, this self-contained module is designed to teach novices how to prepare for and conduct a safe backpack trip.

Initial chapters present background information under nine headings: introduction (objectives, backpack history, information about Missouri forests and trails), backpacking ethics, equipment (clothing, gear), cooking (food, stoves), navigation (planning, methods, emergency procedures), campsite (selection, organization, clean up), preparation (planning, packing, conditioning), important considerations (weather, injuries, plants, wildlife, emergencies), and where to go (map sources). The unit then offers 11 lesson plans for conducting at least 15 50-minute class sessions. For each lesson, the unit details teaching method, duration, purpose, required materials and facilities, and an outline. The lessons cover the subjects in the nine background chapters of the unit as well as an actual backpack trip and a course review and evaluation. Additionally, the unit contains a glossary, a bibliography, names and addresses of backpack specialists and consultants in Missouri, and student handouts including a puzzle; checklists for selecting a campsite, packing, and conditioning; and practical and written tests. (SB)

ED 247 047

RC 014 830

Stich, Thomas F. Gaylor, Michael S.

Outward Bound: An Innovative Patient Education Program.

Pub Date—Dec 83

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, *Drug Rehabilitation, Experiential Learning, *Mental Health Programs, Outdoor Activities, *Outdoor Education, Problem Solving, Program Content, Program Effectiveness, *Psychiatric Services, *Rehabilitation Programs

Identifiers—Adjunctive Therapy, *Outward Bound A 1975 Dartmouth Outward Bound Mental Health Project, begun with a pilot project for disturbed adolescents, has evolved into an ongoing treatment option in three separate clinical settings for psychiatric patients and recovering alcoholics. Outward Bound consists of a series of prescribed physical and social tasks where the presence of stress, uncertainty, and the need for problem solving, communications, and immediate judgment provide situational analogues for problematic areas in the patient's daily life. The Outward Bound session consists of traditional activities such as individual and group problems solving activities, ropes course, rock climbing, hiking, orienteering, canoeing, and cross-country skiing. Patients in the diagnostic categories of schizophrenia, mood disorders, neurotic and personality disorders, alcohol and drug abuse, and adjustment disorders have participated in the program conducted by a treatment team consisting of an attending physician, resident physician, nursing staff, social service, and activity therapy staff. Follow-up studies of participating patients indicate that Outward Bound was a very positive experience which increased patients' self-esteem. These studies support the postulates that performance accomplishments are an influential source of information and that, when perceived to be of great magnitude, these accomplishments tend to be generalized to other situations in which performance had formerly been inhibited due to feelings of personal inadequacy. (NEC)

ED 247 048

RC 014 831

Blakely, Edward J.

Rural Communities in an Advanced Industrial Society: Dilemmas and Opportunities.

Pub Date—29 Mar 84

Note—27p; Paper presented at the Small Cities Annual Conference (Stevens Points, WI, March 29, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, Decision Making, Economic Development, Emerging Occupations, *Futures (of Society), Industrialization, Modernization, *Public Policy, *Rural Areas, *Rural Development, Rural Urban Differences, *Technological Advancement, Urbanization
Identifiers—Education Role, Growth Centers, Product Cycles

The major features previously used to define rural life now fail to describe much of rural America, as changes that place rural areas in the vanguard of American society are manifest in rural landscape, institutions, economic activity, and life. The principal policy thrusts of modernization and urbaniza-

tion and the related theories of product cycles and growth centers have been the backbone of a public policy designed to destroy ruralism and to overwhelm, reduce, and undermine rural values and institutions. Rural development activity is still plagued by communities that have failed to respond to national growth trends, people left behind by changing occupational patterns, overdevelopment, lack of cultural preservation, and urbanism. Rural America is, however, entering into an advanced social system, and new rural policy must now be formed on the basis of the major alterations occurring in five sociotechnical dimensions: the rural economy, occupational patterns, technical capacity, future orientation, and decision-making institutions. Key features of that policy include encouraging new links between education and economic development, establishing technology development centers on an experimental basis in some rural areas, developing new planning and development technologies and techniques, and using capacity sharing techniques. Such policy can help rural communities become the basis for a new civic pattern of low density smaller towns and cities linked by technology but maintaining separate identities. (SB)

ED 247 049

RC 014 832

Frese, Wolfgang And Others

Educational Aspirations and Achievements of Rural and Small Town Mississippi Youth. Bulletin 880.

Mississippi Agricultural Experiment Station, State College.

Pub Date—Nov 79

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Aspiration, Blacks, Grade 10, High School Graduates, High School Students, Longitudinal Studies, Place of Residence, Postsecondary Education, *Racial Differences, Rural Areas, *Rural Urban Differences, Secondary Education, *Sex Differences, *Student Characteristics, Whites
Identifiers—*Mississippi

To test the hypothesis that a student probably will not attain a high level of education without aspiring to do so but that high aspirations do not guarantee high educational achievement, researchers surveyed 134 high school students in 2 Mississippi counties during their sophomore year in 1966 and again in 1972. Like youth in other parts of the country, the students had high educational aspirations. All aspired to high school completion; over 94% to some additional education; and over 66% to college or graduate degrees. Females had lower aspirations than males, whites had lower aspirations than blacks, and rural youth had lower aspirations than city and town youth. The students' actual educational achievement fell below their aspirations. By 1972 88% had completed high school, 54.5% had obtained additional education, and only 14.9% had college degrees. Differences in aspirations and achievements were largest at the lower and higher educational levels. Differences in achievement between males and females were greatest in the high school and vocational education categories, although more females than males had college degrees. Differences in achievement between blacks and whites were largest for the high school diploma and college degree categories. Place of residence had little effect on educational achievement. (SB)

ED 247 050

RC 014 833

Fletcher, J. D.

A Bibliography of Studies on Elementary and Secondary School Reading, English, and Mathematics for American Indian Students.

WICAT, Inc., Orem, Utah.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 83

Grant—G-0082-0-1452

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *American Indian Education, *American Indians, *Bilingual Education, Comparative Analysis, Computer Assisted Instruction, Elementary Secondary Education, English (Second Language), *English Instruction, *Mathematics Education, Reading, *Reading Instruction, Research Reports, Tribes
Two hundred twelve monographs and journal articles, published from 1913 to 1982, reporting studies

on elementary and secondary school reading, English, and mathematics for American Indian students are cited in this bibliography. Arranged alphabetically by author, each entry contains applicable standard bibliographical information: author, title, edition, volume number, place and date of publication, publisher, and pagination. Study topics are wide ranging and include pilot studies into initial reading, academic achievement of American Indian students, the failure of Indian education, Arapaho grammar, phonemic rhythm in Comanche, effectiveness of computer assisted instruction, English as a second language for Navajos, approaches to acculturation, bilingual education, self image of the American Indian, etc. Sources include anthropological, educational, linguistic, psychological, and social science journals. (NEC)

ED 247 051

RC 014 834

Fletcher, J. D.

What Problems Do American Indians Have with English?

WICAT, Inc., Orem, Utah.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[83]

Grant—G-0082-0-1452

Note—26p.; For related documents, see RC 014 835-837.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alaska Natives, American Indian Education, American Indian Languages, *American Indians, *Computer Assisted Instruction, Elementary Secondary Education, *English (Second Language), Language Proficiency, Language Research, *Language Skills, *Learning Problems, Receptive Language, Second Language Instruction, Second Language Learning

A literature survey of more than 800 sources, approximately 140 of which were judged to be relevant, assessed problems Alaska Natives and American Indians experience in learning English language skills required for survival and success in a modern, technological culture. Since the survey was to guide the adaptation and development of instructional materials for elementary and junior high school reading presented by computer, results emphasized receptive rather than expressive language. To some degree the problems of phonology, morphology, syntax, and semantics identified were problems facing not only American Indians, but any students learning English as a second language. Morphology problems included American Indian use of inflections to indicate syntactic role of words, use of gender, and representation of noun modifiers by inflections in nouns. Semantic problems concerned concept development rather than vocabulary growth, particularly in color words and words concerning coercion and duty. Recommendations included providing computer practice with selected minimally contrasting vowel pairs; selected minimally contrasting consonant pairs; final consonants and consonant cluster; selected phonemes that do not exist in some American Indian languages; irregular plural noun forms; selected verb tense forms; determiners; third person singular pronouns; semantic implications of juncture; prepositions, verb-preposition combinations, and idioms; passive and wh- transformations; and basic vocabulary. (Author/NEC)

ED 247 052

RC 014 835

Fletcher, J. D.

What Problems Do American Indians Have with Mathematics?

WICAT, Inc., Orem, Utah.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[83]

Grant—G-0082-0-1452

Note—20p.; For related documents, see RC 014 834-837.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alaska Natives, American Indian Education, *American Indians, *Computer Assisted Instruction, Elementary School Mathematics, Elementary Secondary Education, *Learning Problems, *Mathematical Concepts, Mathematics Achievement, Mathematics Education, *Mathematics Skills, Student Attitudes, Time Management

A literature survey of more than 800 sources, 80 of which were judged to be relevant, assessed the problems Native Alaskans and American Indians

experience in learning elementary and junior high school mathematics, and focused on problems amenable to solution through computer presentation of mathematics materials. Empirical evidence indicated that American Indians are 1.7 years behind the national norm in grade 6 mathematics achievement and 3 years behind the norm at grade 12 and the proportion of Indian students with special needs in mathematics rises from 32% in grade 2, to 41% in grade 4, and to 46% in grade 6. Three clusters of problems American Indians experience with mathematics in school concern terms and concepts, time estimation, and student attitudes. Accordingly, it was recommended that computer presentations of mathematics materials to American Indians should provide practice on mathematics terms and concepts; include units on time estimation; and capitalize on the inherently motivating, "gaming" capabilities of computer interaction. The strength of computer presentation is its ability to provide practice that is: entertaining, motivating, and interactive; perceived to be culture-fair and private; easily transported and exactly reproduced; and individualized on an item-to-item basis. (Author/NEC)

ED 247 053

RC 014 836

Fletcher, J. D., Sawyer, T. E.

Computer-Aided Instruction in Education Basics for Indian Students. Proceedings of the Indian Education Conference (Orem, Utah, June 28-30, 1984).

Indian Affiliates Inc., Orem, UT.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 84

Grant—G-0082-0-1452

Note—41p.; For related documents, see RC 014 834-837.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Basic Skills, *Computer Assisted Instruction, Elementary Education, *Mathematics Instruction, Problem Solving, Program Content, *Program Design, *Reading Comprehension, *Word Recognition

A 3-phase project to adapt, develop, and evaluate computer-aided instructional materials in elementary education basics (specifically word recognition, reading comprehension, and mathematics) for Alaska Native and American Indian students included in its design and planning phase a conference with project staff and six nationally recognized experts in Indian education to solicit views on the promises and problems of introducing computer-based instruction for Indian populations. Experts included Mr. Robert K. Chicago, Dr. Douglas C. Garbe, Ms. Jean Mead, Dr. Kenneth R. Sumpter, Mr. V. Lynn Tyler, and Dr. Henrietta V. Whiteman. The conference activities included extensive discussion and review of the computer materials as well as written submissions from the panelists. Discussion focused on nine areas: student/computer concerns, teacher/computer concerns, community/computer concerns, parent/computer concerns, administrative/computer concerns, content specifics, problem solving approaches and real life skills, use of computer features and final report specifics. Five major themes appearing in the written comments of the panelists were: strengths and limitations of computers used in instruction; the value of a problem solving approach; need for a multi-cultural approach; content specifics; and ongoing support. (NEC)

ED 247 054

RC 014 837

Computer-Aided Instruction in Education Basics for Indian Students. Final Report, Phase I (1 October 1982 - 30 June 1983).

Indian Affiliates Inc., Orem, UT.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Grant—G-0082-0-1452

Note—76p.; For related documents, see RC 014 834-836.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Basic Skills, *Computer Assisted Instruction, *Diagnostic Tests, Elementary Education, *Mathematics Curriculum, Mathematics Instruction, Program Content, Program Design, *Reading Comprehension, *Word Recognition

Identifiers—Utah

The report describes the initial design and planning phase of a 3-phase project to adapt, develop, and evaluate computer-aided instructional materials in elementary education basics (specifically word recognition, reading comprehension, and mathematics) for Alaska Native and American Indian students. Section 1 provides background information about the history of Indian education and computer use in schools. Section 2 outlines the project's objectives, calendar, and products. Section 3 describes the three curriculums and computerized diagnostic aids. The beginning reading curriculum focuses on visual discrimination, letter identification, sight words, word patterns, sentence comprehension, and paragraph comprehension. The reading comprehension curriculum consists of a management system, user identification system, and series of exercises to provide drill, practice, and help across five skill areas. The arithmetic curriculum is divided into levels according to grades at which skills are usually practiced for mastery. The diagnostic aids include tests for shape judging, digit memory, location memory, word memory, word/shape judging, shape recognition, word coding, vocabulary, and shape memory. Section 4 reports results of pilot studies conducted at the Waterford School (Utah). Section 5 presents recommendations for material adaptation and curriculum development. Final comments and a list of references conclude the report. (NEC)

ED 247 055

RC 014 838

Hoke, Gordon

Technological Change and Rural Development: A Case Example from Illinois.

Pub Date—Mar 84

Note—17p.; Paper presented at the Small City and Regional Community Conference (6th, Stevens Point, WI, March 29-30, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Continuing Education, *Coping, Economic Change, *Futures (of Society), Governing Boards, *Information Dissemination, Public Officials, *Rural Development, *Rural Education, *Technological Advancement

Identifiers—*Illinois (Central), *Impact

In 1980, the Office of Continuing Education and Public Service at the University of Illinois at Urbana-Champaign acquired a W. K. Kellogg Foundation grant to establish a 4-year model Community Information and Education Service (CIES). Working with the university's Cooperative Extension Service and five community colleges, CIES initially focused on five major issues: land resource utilization, water quality and availability, local government and administration, rural transportation and road maintenance, and rural crime. CIES also intended to help individuals and communities master the demands of the emerging technical society and in that context sponsored a 1-day symposium in October 1983 focusing on the issues and implications for Central Illinois of changing technology in the workplace. Despite statistics, discussions, and personal experience, most attendees were uncertain whether current socioeconomic phenomena and attitudes represented a transient period or a sustained era of adaptation. In the future, CIES will continue to help promote the ability to deal with emerging social patterns by concentrating more efforts on continuing education of target groups such as lay board members and civic officials, adding an applied research and development component, and attempting to build temporary coalitions to deal with emergent conditions. The symposium schedule is included. (SB)

ED 247 056

RC 014 839

Grell, Linda S.

Indian Self-Determination and Education: Kickapoo Nation School.

Pub Date—17 Nov 83

Note—14p.; Paper Presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 17, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, American Indians, Culture Conflict, *Educational Policy, Elementary Secondary Education, *Federal Indian Relationship, *Self Determination, *Tribal Sovereignty, Tribes, Trust Responsibility (Government)

Identifiers—Indian Self Determination Education

Assistance Act, *Kickapoo (Tribe), *Kickapoo Nation School KS
 Kickapoo Nation School, a tribally controlled K-grade 12 school, owned and administered by the Kickapoo Tribe in Kansas since 1981, is examined as a case study of the implementation of the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638). The tribal school, viewed as a reflection of the tribe's ongoing goal of self determination and sovereignty, is a major shift in the control tribes are given in education for Indians. Because it has had the intention of assimilating Indians to the ways of the dominant society, Indian education from its inception has differed from other education in America in its content, intent, methods, and development. The changes in federal Indian policy resulting from P.L. 93-638, along with increasingly negative sentiment in the local community of whites toward a growing proportion of Indian students, created the time and circumstances for the Kickapoo tribal school. Even though the Kickapoo school is controlled by the tribe, Bureau of Indian Affairs regulations, the issue of state accreditation, and the need for offering basic educational skills for functioning in the dominant society often conflict with community values and culturally relevant education. Thus, the incompatibility of externally imposed restrictions and tribally-oriented values in education remains. (NEC)

ED 247 057 RC 014 840

McArthur, Cynthia
 Characteristics of Bicycling as a Viable Component to Outdoor Adventure Programming.
 Pub Date—May 82
 Note—108p; Presented in partial fulfillment of the Requirements for the Master of Science Degree, Mankato State University, Minnesota.
 Pub Type—Guides - Non-Classroom (055) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Adventure Education, *Bicycling, *Educational Philosophy, *Experiential Learning, Outdoor Activities, *Outdoor Education, Postsecondary Education, *Program Content, Program Descriptions

Identifiers—American Youth Hostels Inc, Concordia College MN, Hostels, Mankato State University MN

Bicycling is a valuable medium for outdoor experiential learning. Bicycling shares with other outdoor learning activities some common elements such as environmental contrast, physical activity, a small group context, and a self-reliant form of transportation. However, bicycling has several unique characteristics that set it apart from other common outdoor activities. It lacks a wilderness setting; it involves distraction in urban areas, a relationship between the rider and the bicycle, and safety. Nonetheless, a bicycling program can accomplish the same programmatic goals as other experiential outdoor learning media. Four bicycling programs (Mankato State University's Teaching Strategies in Outdoor Skills course, the American Youth Hostel recreational cycling program, Mankato State University's Outdoor Recreation Committee program, and Concordia College's Bicycle Touring in Europe program) all emphasize the tenets of experiential learning and share common characteristics of outdoor learning. Using and enhancing the unique aspects of cycling, these and other programs can implement a process of learning that involves participants through commitment, reflection, and transfer of the experience. Appendices include various course handouts, guidelines, and outlines. (SB)

ED 247 058 RC 014 842

Gersten, Russell And Others
 Structured English Immersion for Hispanic Students in the U.S.: Findings from the Fourteen-Year Evaluation of the Uvalde, Texas, Program.
 Pub Date—Apr 84
 Note—34p; Paper Presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
 Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, English (Second Language), *Hispanic Americans, *Immersion Programs, *Limited English Speaking, Longitudinal Studies, Program Evaluation, Scores, Spanish Speaking, Test Results
 Identifiers—*Project Follow Through, *Texas

(Uvalde)

Evaluation of a structured immersion program, operating since 1968 in Uvalde, Texas as part of the United States Department of Education's Project Follow Through, suggests that the structured immersion approach has had a consistent positive effect on the academic achievement of the language minority students involved. Approximately 130 Spanish speaking Hispanic first grade students (83% classified as low income) enter the program each year, with approximately 100 students completing the 3 full years of the Follow Through program, which involves direct instruction by bilingual teachers and aides using a controlled vocabulary to teach needed skills and problem solving strategies to allow disadvantaged students to function at the same level as their peers. Evaluation of Comprehensive Test of Basic Skills, 1970 Metropolitan Achievement Tests, and Wide Range Achievement Test scores of students completing the program for 11 years indicate that achievement levels have been at or near grade level in mathematics and written language for over a decade. Performance on tests of oral reading are above grade level and scores in reading comprehension/vocabulary are at the 28th to 31st percentile, appreciably above typical levels for low income Hispanics. Follow-up studies conducted 2 and 3 years after students completed the program indicate significant, enduring effects in achievement. (NEC)

ED 247 059 RC 014 843

Guerena, Salvador, Comp. Gonzalez, Raquel
 Quiroz, Comp.
 Chicanos: A Checklist of Current Materials, No. 1, January-July, 1983 [and] No. 2, July-December 1983.

California Univ., Santa Barbara. University Library.
 Pub Date—83

Note—38p; For related document, see ED 233 827.

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Background, Folk Culture, Foreign Language Books, *Library Collections, *Library Materials, Mexican American History, *Mexican Americans, *Reading Materials, *Reference Materials, Serials, Spanish, Theses

Identifiers—Chicanos, *Chicano Studies, *Coleccion Tloque Nahuaque

This document combines two semiannual publications and presents lists of Chicano-related materials recently acquired by the Coleccion Tloque Nahuaque within the Library of the University of California at Santa Barbara. The two checklists, for January through December 1983, list a total of 326 English and Spanish monographs, theses, conference proceedings, and research papers published from 1947 to 1983. Citations are listed alphabetically by author under broad subject headings and include author, title, date and place of publication, publisher, pagination, and library call number. The 32 subject categories appearing in the 1983 checklists are: archives, art (Mexico), arts, bibliographies, biography, cookery, dictionaries, education, emigration and immigration, film, fine arts, folklore, gerontology, guides and directories, health care, history, history (Mexico), language, library science, literature, literature (Mexico), media, medicine, mental health, philosophy, political science, psychology, religion, social science, theatre, United States-Mexico relations, and women. (NEC)

ED 247 060 RC 014 844

Liegeois, Jean-Pierre
 The Training of Teachers of Gypsy Children.
 Council of Europe Teachers' Seminar (20th Donauessingen, Federal Republic of Germany, June 20-25, 1983).

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(83)-63

Pub Date—84

Note—49p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Cultural Differences, *Culture Contact, *Educational Environment, Elementary Secondary Education, Foreign Countries, Government School Relationship, Illiteracy, Life Style, *Multicultural Education, Nomads, Social Problems, Stereotypes, *Teacher Education, Teacher Responsibility, *Transient Children

Identifiers—*Europe, *Gypsies, Lapps

The seminar reported here was held to discuss the educational problems specific to gypsy children and to identify the principal elements of their culture and history with which teachers in Western Europe should become acquainted. Attended by gypsy representatives, teachers, teacher trainers, inspectors of education and ministerial representatives from eight European states, the seminar also allowed comparison of the schooling problems of other nomads. Discussion focused on gypsy illiteracy, the cultural inappropriateness of gypsy schooling, the place for gypsy culture in education, the environment as a determining factor in schooling, and teacher training. The seminar report includes summaries of two introductory addresses which deal with the schooling of gypsy children and the relationship of local and regional authorities to gypsies. Summaries of three talks given by gypsy representatives, which dealt with socio-educational problems of gypsy and nomad children and the responsibility of teachers of those children, are also included. The report further contains reports of two study groups on gypsy culture, environment, stereotypes, teacher training, and schooling and on schooling of nomadic Lapp children in Norway and of gypsy children in France, Sweden, and Italy. Finally, 13 recommendations regarding the education of gypsy children conclude the report. (SB)

ED 247 061 RC 014 845

Compendium of Information on Intercultural Education Schemes in Europe. Education of Migrants' Children.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(83)-62

Pub Date—83

Note—190p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biculturalism, Bilingual Education, Cooperation, *Cultural Awareness, Culture Contact, Elementary Secondary Education, Foreign Countries, *Intercultural Programs, *Migrant Education, *Multicultural Education, Native Language Instruction, Preschool Education, Program Descriptions, *School Community Relationship, *Teacher Education

Identifiers—*Europe

The collection of essays describes 12 European experiments in multicultural education. Most of the complementary experiments focus on the school establishment, taking school and the introduction of intercultural education as a starting point for developing relations with the family and the community. Some concentrate on the means of intercultural education, especially teacher training, cooperation between native and migrant teachers, and the production of teaching aids. Others concentrate from the outset on the community and involve the school as an ideal partner in intercultural education, through the disseminating effect and influence that its action can have. The essays describe experiments in the Federal Republic of Germany, Sweden, the United Kingdom, Turkey, France, Switzerland, and the Netherlands. They include multicultural education projects at the preschool, elementary, secondary, and teacher educational levels and projects that involve Germans and Turks, Finns and Swedes, Yugoslavs and Swedes, Greek Cypriots and English, and Dutch and Turk/Moroccans. The essays show that interculturalism is being increasingly espoused by educational and social officials concerned with the joint education of native and migrant children and with the integration of migrants in local communities. (Author/SB)

ED 247 062 RC 014 846

Maes, Sue C.
 Rural Free Universities: Extending the UFM Model. Final Report.

Kansas State Univ., Manhattan. University for Man.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—81

Grant—G007905163

Note—353p; Some pages may not reproduce well due to poor print quality.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, *Community Education, Consortia, *Delivery Systems, Extension Education, Higher Education, *Models, Post-

secondary Education, Program Implementation, Public Libraries, *Rural Education, State Programs

Identifiers—Iowa, Kentucky, Missouri, Offices of Rural Affairs, Oklahoma, *Program Replication, *Rural Free Universities, South Dakota, University for Man KS

Operating under a grant, the University for Man (UFM) in Manhattan, Kansas, tested the transferability of the UFM free university/community education model using four existing statewide delivery systems (public libraries, a private college consortium, a state cooperative extension service, an office of rural affairs) in five states: Kentucky, Oklahoma, South Dakota, Iowa, and Missouri. A review of results showed that Kentucky and Oklahoma successfully replicated the UFM model or a variant through delivery systems. Both states are continuing their replication efforts through existing state agencies. The college consortium in South Dakota and Iowa was moderately successful in introducing the concept of adult learning to the target audience and minimally successful in actually disseminating programs. Missouri failed to meet project criteria, having chosen not to replicate the model through a delivery system but to survey the state's adult education activities and extrapolate the success of the model. UFM concluded that with enthusiastic staff, proper training, and a firm commitment from a delivery system in advance, the model can be replicated successfully through existing statewide delivery systems. Appendices, which form the bulk of the document, include supporting materials, reports, and evaluation forms from the states; workshop materials and announcements; and conference announcements and proceedings. (Author/SB)

ED 247 063

RC 014 850

Salatiel, John

A Comparison of the Sources of Interpersonal Influence in the Occupational and Educational Attainment Process of Rural Youth. Bulletin 729.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Pub Date—Aug 80

Note—127p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Aspiration, Comparative Analysis, *Educational Attainment, Extracurricular Activities, High Schools, *High School Students, *Influences, *Occupational Aspiration, Occupational Information, Parent Influence, Peer Influence, *Rural Youth, *Sex Differences, Socioeconomic Status, Teacher Influence

Identifiers—Montana

Questionnaire data gathered from 142 high school students in a rural Montana town were used to identify the sources of influence in setting occupational and educational goals and to analyze the amounts of information transmitted from various categories of significant others. Results showed that for both occupation and education, peers and, secondly, parents supplied the greatest amount of information. Teachers usually ranked a distant third, although they did not provide significantly more information than adult friends and other relatives and they frequently provided less information. Results showed a strong tendency for significant others to influence either occupation or education but usually not both. Researchers also found that sex, year in school, family socioeconomic status, residence, level of extracurricular activities, and level of occupational and educational aspiration were statistically significant variables, especially for occupation. Generally, parental occupational influence decreased and peer influence increased as students progressed through school, came from higher socioeconomic backgrounds, were more involved in school activities, and had higher aspirations. Also, males and females were significantly different in their sources of information for education and occupation, probably because of traditional socialization practices. (Author/SB)

ED 247 064

RC 014 873

Crumb, Jeanmarie

Alaskan Native Early School Leavers: A Study with Recommendations.

Anchorage Borough School District, Alaska.

Pub Date—8 Mar 82

Note—86p.; Some pages may not reproduce well, due to marginal legibility.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Persistence, *Alaska Natives, *American Indian Education, *Attendance, *Dropouts, Relevance (Education), School Holding Power, Secondary Education, Student Attitudes, *Student Attrition, Student Needs, Student School Relationship, *Withdrawal (Education)

Identifiers—*Alaska (Anchorage)

In response to a request by the Anchorage Native Caucus and the Anchorage Native Education Coalition, this study by the Anchorage School District Community Relations Department focuses on the Alaskan Native dropout problem. The study indicates that between September 1976 and March 1981, Native Alaskans, who compose approximately 4% of the total secondary student population of approximately 12,000, accounted for over 20% of the dropouts. Findings of interviews with 29 Alaska Native dropouts indicate the most common reasons for leaving school were grades, credits, boredom, personal problems, pregnancy, and difficulty with arranging child care. Suggestions for improving school holding power from 20 Native students attending a 2-day workshop are summarized. The report offers eight recommendations for improving the success rate of Alaskan Native students: provide new student orientation, allow alternate credit granting options, increase career education, offer culturally relevant courses, expand teacher in-service training, provide routine counseling, and explain attendance and suspension policies and procedures to both students and parents. Appendices contain an Anchorage Native Caucus and Native Education Coalition position paper, the survey questionnaire for native students, listings of Alaskan Native and American Indian enrollments in Anchorage schools, secondary school attendance policies, test score summaries, discipline report summaries and student enrollment tables. (NEC)

ED 247 065

RC 014 874

Woodcock, Clarence And Others

A Brief History of the Flathead Tribes.

Flathead Culture Committee, St. Ignatius, MT.

Pub Date—83

Note—30p.; Small print will not reproduce well.

Pub Type—Guides - Classroom - Learner (051) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Culture, *American Indian History, American Indian Literature, American Indian Reservations, *American Indians, *Dance, *Federal Indian Relationship, Folk Culture, Secondary Education, *Tribes

Identifiers—*Flathead (Tribe), *Flathead Indian Reservation, MT, Kalispel (Tribe), Pend d'Oreilles (Tribe), Salish (Tribe)

A source document, illustrated with many black and white photographs of tribe members and activities, provides a brief history of the American Indian tribes, now called the Flatheads, living on the Flathead Indian Reservation in Montana and describes some of their cultural traditions, particularly their ceremonial dances. The booklet traces the epidemics, wars, and treaties leading up to the concentration of the Salish, Pend d'Oreilles, and Kalispel tribes on the Flathead Reservation. The economic life of the Salish, involving food gathering and hunting habits, is described. Tribal leadership is discussed and the names of head chiefs until 1957 are listed. The coming of the Blackrobes (Jesuit priests) in 1820 and the subsequent growth of missions are detailed. Incidents in the Indian-federal government relationship dealing with treaties and the establishment of the reservation are related through anecdotes by tribal members. Descriptions of many ceremonial traditions and dances, including the memorial dances, canvas dance, scalp dance, lost article dance, war dances, round dance, prairie chicken dance, fancy dance, and snake dance, are provided. (NEC)

ED 247 066

RC 014 875

Beaverhead, Pete

Eagle Feathers, the Highest Honor.

Flathead Culture Committee, St. Ignatius, MT.

Pub Date—82

Note—17p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indian Literature, *American Indians, *Cultural Activities, Folk Culture, Legends, Secondary Education, Tribes, *Values

Identifiers—*Eagle Feathers, *Flathead (Tribe)

Following his own advice that elders of the tribe share their knowledge so that "the way of the Indians would come back to the children of today," Pete Beaverhead (1899-1975) tells of the traditions of respect and honor surrounding the eagle feather in a booklet illustrated with black and white drawings. The eagle is an Indian symbol of power and strength and it is believed by many tribes that the eagle's spirit is alive in even the smallest of its feathers. Eagle feathers were used for many things: in battles, for celebration, and for Indian medicine. Eagle feathers were earned through bravery by killing enemies or by stealing horses. Stripes for earning the feathers were marked on coup sticks. When an Indian's coup stick was marked by many stripes, he earned the right to use eagle feathers, tied on banners, an Indian flag in battle and as a means of ranking among those to be chosen as a new chief. Eagle feathers were also used on shields that were kept mounted in front of the teepee or carried by the Indian wife on her horse when moving. (NEC)

ED 247 067

RC 014 878

Bury, John Bury, Susan

Alaska Is Our Home-Book 2: A Natural Science

Handbook for Alaskan Students.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Pub Date—70

Note—185p.; Book 1, Chapters 1-3, is out-of-print. Book 2 contains Chapters 4-11. For Book 3, Chapters 12-14, see RC 014 879.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Animals, Behavioral Objectives, Elementary Secondary Education, Environmental Education, Ichthyology, *Learning Activities, Natural Sciences, Outdoor Education, *Science Curriculum, Science Education, *Wildlife

Identifiers—*Alaska, Animal Tracks, Birds, Mam-

mals
A natural science resource booklet for teachers and students contains detailed materials for teaching and learning about Alaskan wildlife. Each of nine chapters provides background subject information, suggested learning activities, tear-out pages of review questions for students to answer, and supplementary notes for teachers which include chapter behavioral objectives, major concepts to emphasize, and suggestions for presentation of the material. The introductory chapter discusses how much of Alaska's wildlife migrated to Alaska from Asia by way of a land bridge during the Ice Age and explains that the location of Alaskan wildlife is determined by climatic conditions. The next seven chapters focus on hoofed animals, bears, fur bearing animals, rodents, strange water mammals, fish, and birds. The concluding chapter presents information on animal tracks and includes scale drawings of moose, elk, muskox, brown bear, beaver, lynx, red fox, wolverine, otter, mink, marten, porcupine, and snowshoe rabbit tracks. (NEC)

ED 247 068

RC 014 879

Bury, John Bury, Susan

Alaska Is Our Home-Book 3: A Natural Science

Handbook for Alaskan Students.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Pub Date—70

Note—66p.; Book 1, Chapters 1-3, is out-of-print; for Book 2, Chapters 4-11, see RC 014 878; Book 3 contains Chapters 12-14.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Botany, *Ecology, Elementary Secondary Education, Food, *Instructional Materials, Land Use, *Learning Activities, Natural Sciences, Outdoor Education, *Plant Identification, Rural Areas, *Trees, Wildlife

Identifiers—*Alaska, Alaska Rural School Project

The third book in a series of natural science handbooks for Alaskan students focuses on Alaskan plantlife. The first chapter, on trees, gives general information about trees and explains how to identify and locate trees in the three main Alaskan tree families: pine, willow, and birch. The second chapter, on plants, describes 14 kinds of edible plants and 3 poisonous plants growing in Alaska. It also includes descriptions of 12 wildflowers common to the state. The final chapter details the threat to Alaska of ecological imbalances and pollution of the air, soil, water, and land. Each chapter contains a list of stu-

dent exercises and activities, review questions, and teachers' notes including learning objectives. A 42-item bibliography completes the volume. (SB)

ED 247 069 RC 014 880

Coon, Richard H. West, Gale E.

An Exploratory Case Study of a Stable Rural Community: A Quasi-Phenomenological Approach with Practical Implications.

Pub Date—29 Mar 84

Note—19p.; Paper presented at the Small City and Regional Community Conference (6th, Stevens Point, WI, March 29-30, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Characteristics, *Community Study, Cultural Background, Municipalities, Observation, *Phenomenology, *Research Methodology, *Rural Areas, Rural Population Identifiers—*Small Towns, United States (Midwest)

The phenomenological methods used to analyze the unique characteristics contributing to the stability of a small mid-western rural town may be useful tools for community researchers, providing an inexpensive, non-technical, humanistic-interpretive research approach. General concepts associated with community success were formulated through direct observation and indepth interviewing and fell into broad structural and cultural parameters. The structural parameter had three components: geographic conditions (physical boundaries), demographic conditions (age composition and community size), and institutional conditions (banks, school, churches, etc.) The cultural parameter was less "objective" in character and encompassed social momentum (the historical continuity impacting on current actions of residents), cognitive mapping (residents' identification with the community), and symbolic aspects of institutionalized community practices. These general parameters were and can be used as a first approximation of a taxonomy of community stability. Thematising important characteristics of community viability should aid in distributing available resources in the most effective manner possible, thereby minimizing the waste of human as well as government resources. (NEC)

ED 247 070 RC 014 881

Kettle, Helen

Evaluation of the First Year of the Vancouver Native Indian Cultural Survival Alternative Program.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

Pub Date—9 Jun 83

Note—19p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indian History, American Indians, Attendance, *Cultural Enrichment, Curriculum, Elementary Secondary Education, *Nontraditional Education, Parent Attitudes, Program Content, *Program Evaluation, Student Attitudes, Teacher Attitudes

Identifiers—*British Columbia (Vancouver), *Vancouver Indian Cultural Alternative Surviv Prog

The report provides a summary of the operation of the Vancouver Native Indian Cultural Survival Alternative Program during the 1982-83 school year; a description of participating students; and an assessment of student attendance, student achievement, and student, parent, teacher, and administrator opinions of the program. To provide a school setting where American Indian children can learn native history and culture and practice skills of value to their people as well as contemporary society, the grade 5-9 curriculum offers basic academic subjects; a cultural component of Native Indian art, craft, and recreational activities; a social and personal development component; and a community component. Sports and extracurricular activities are also included. Parents are involved in the program and have given lessons on Indian skills. Total enrollment averaged 42 students throughout the year, with attendance averaging 80%. Informal analysis of student testing results indicated progress for both elementary and secondary students, particularly in reading comprehension and mathematics. Teachers' ratings of student progress indicated 60% of the students making "good" or "very good" academic progress and 40% showing "good" or "very good" progress in socialization, general behavior, and attitude. Students and parents expressed a high degree

of satisfaction with the program. (NEC)

ED 247 071 RC 014 883

The Indian Education Act: Indian Students Have the Right to Excellence in Education. The Tenth Annual Report to the Congress of the United States. Fiscal Year 1983.

National Advisory Council on Indian Education, Washington, D.C.

Pub Date—Mar 84

Note—51p.; For related document, see ED 220 243.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, *Agency Role, *American Indian Education, American Indians, *Educational Finance, Educational Objectives, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, *Federal Programs, Fellowships, Government School Relationship, Resource Allocation, Trust Responsibility (Government)

Identifiers—*Indian Education Act 1972 Title IV, *National Advisory Council on Indian Education

The 10th annual report to Congress from the National Advisory Council on Indian Education (NACIE) is dedicated to Olympic athlete Jim Thorpe, and details activities during fiscal year 1983. Part I contains an overview of the Council; the report introduction; legislative history; and lists of council members, committees, and NACIE functions. Part II provides the Council's recommendations to Congress and the Secretary of Education which include reauthorizing and appropriating the Indian Education Act of 1972, Title IV; amending the Act to provide "Indian Preference" employment policies for staffing the Title IV Indian Education Programs Office in the Department of Education; continuing support for the Tribally Controlled Community Colleges Assistance Act; urging the Bureau of Indian Affairs to place high priority on the study of Indian arts and culture; and supporting legislation to meet the rapidly emerging need for contemporary, high-quality vocational/technical education for Indians and Alaska Natives. Part III describes Council Activities. Part IV furnishes profiles of Title IV programs and fellowships for 1983. Part V consists of five tables showing a state-by-state distribution of funds awarded to Title IV grantees. Also included is a map showing the locations of the 48 full NACIE meetings. (NEC)

ED 247 072 RC 014 885

Bell, T. H.

Building Partnerships for Quality Education in Rural America. Speech Given by T. H. Bell, U.S. Secretary of Education, Before the National Conference.

Pub Date—Jun 84

Note—14p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Cooperation, Educational Development, Educational Improvement, *Educational Quality, *Federal Government, *Policy, Population Trends, *Rural Education, School Business Relationship

Identifiers—Department of Education, *Partnerships in Education

There is a great need to build effective partnerships to serve rural communities. Rural schools are excellent places for new private sector partnerships, especially those concerned with utilizing the new educational technology uniquely suited to compensate for rural isolation and lack of financial and cultural resources. In many rural areas, the school is central to helping create the "sense of community" that is so necessary. The Department of Education has recognized the unique and valuable contributions rural America has made to the social and economic development of this country. Because rural areas have not received the emphasis on education that they deserve (i.e., "simple equity"), the Department of Education has adopted a policy on rural education and the rural family for the '80s, which states in part, "Rural education shall receive an equitable share of the information, services, assistance and funds available from and through the Department of Education and its programs." During the past year, the Department has taken many specific actions to carry out the various initiatives which constitute this policy. Briefly discussed are some contemporary characteristics of rural America and rural education, how the Department is advancing the cause of rural education, and how partnerships in education can aid the improvement of rural edu-

cation. (NQA)

ED 247 073 RC 014 888

Morales, Jeanette A. And Others

Educational Options for Migrant Secondary Students.

State Univ. of New York, Oneonta. Coll. at Oneonta.

Pub Date—Feb 84

Note—77p.; Prepared by the Eastern Stream Office of the Interstate Migrant Secondary Services Program.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, *Child Advocacy, Counseling Services, Counselor Role, Credits, Educational Needs, *Educational Opportunities, High School Equivalency Programs, *Migrant Programs, Nontraditional Education, Outreach Programs, Program Descriptions, Secondary Education, *Secondary School Students, *Work Experience Programs, Work Study Programs

Designed to address the need for secondary migrant educators to have access to model secondary programs, the guide highlights some 20 state and national programs that seem to be effective in serving the migrant secondary student. The programs are representative of three types of approaches which have proven to be effective in reducing the migrant student drop-out rate: (1) migrant counseling or advocacy programs which provide tutorial and vocational awareness services and counselors who fill role modeling and support/advocacy functions; (2) work/study or work/experience for migrant students; and (3) academic assistance programs which provide opportunities for migrant secondary students to make up coursework and credits missed due to their mobile lifestyle. Along with a brief program description, the name, address, and telephone number of a contact person is provided for each program. Among the programs described are the Adolescent Outreach Program, Chapter I Migrant Counseling/Tutoring Program, Experience-Based Career Education, Marion Learning Center, After School Tutorial Program, Portable Assisted Study Sequence, Independent Study and Credit Exchange Program, Job Corps, Upward Bound, Talent Search, and College Assistance Migrant Program. The guide also outlines some of the primary educational needs faced by secondary students. (NQA)

ED 247 074 RC 014 889

Lee, V. Wilson

Questions Industrial Prospects Most Often Ask about A Rural Community. Circular CRD-20.

Auburn Univ., Ala. Cooperative Extension Service.

Pub Date—Jan 82

Note—21p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Churches, *Community Characteristics, *Community Services, Elementary Secondary Education, Health Facilities, Higher Education, Housing, Industrialization, *Industry, Labor Supply, Local Government, News Media, Quality of Life, *Questionnaires, *Rural Areas, Rural Economics, Rural Education, Telephone Communications Systems, Transportation, Utilities, Vocational Education

Designed to help industrial development teams be prepared to promptly and accurately answer any questions industrial prospects might have, this publication provides a listing of 441 questions which industrial prospects might ask. The questions are grouped into 16 categories: community government (27), local services (18), population (18), community housing (11), medical facilities (16), religious facilities (3), accommodations (4), cultural and recreational facilities (6), postal service (3), news media (8), local industries (6), utilities (31), financial services (11), education (48), available labor (61), and transportation (170). The categories of utilities, financial services, education, and transportation are further subdivided into the following categories: electric service (5), gas service (6), telephone service (5), water service (10), sanitary sewer service (5), banking services (7), local investors (4), elementary and secondary education (20), vocational training and trade schools (8), higher education (13), other educational services and training (7), rail (31), truck (29), inland waterways (31), deep water (29), air (30), and pipelines (15). Questions cover such concepts as the type and frequency of postal service, form of local government, area's population, tele-

phone charges, number of schools, potential labor force, methods of transportation serving supplier and market areas, and housing availability. (NQA)

ED 247 075 RC 014 891

Powers, Stephen Rossman, Mark H.
Attributions for School Achievement of Anglo and Native American Community College Students.
Pub Date—Nov 83

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, November 2-5, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, American Indian Education, *American Indians, *Anglo Americans, *College Students, Community Colleges, Comparative Analysis, Failure, Postsecondary Education, *Student Attitudes, Success Identifiers—United States (Southwest)

Attributions for school success and failure were examined among 211 community college students (112 Native Americans and 99 Anglos) enrolled in remedial reading classes at a large, urban multi-campus community college system in the Southwest. The Multidimensional-Multiattributional Causality Scale (MMCS) was administered to the students in their classrooms in the spring of 1983. The MMCS consists of eight 3-item subscales designed to measure the attributions of success and failure to ability, effort, context or luck. Correlations between achievement motivation and expectancy of success were also examined using the Achievement Motivation Scale (AMS) and Academic Expectancy Scale (AES). At the same time the MMCS was administered, the AMS and AES were randomly administered to students within classrooms so that 102 students (56 Native Americans, 46 Anglos) received the AMS and 109 (56 Native Americans, 53 Anglos) the AES. Results indicated that Native Americans attributed their school achievement more to effort than did Anglos. Appendices include statistical information and graphs pertaining to the study. (ERB)

ED 247 076 RC 014 894

Still No Progress in Implementing Controls over Contracts and Grants with Indians. Report to the Chairman, Committee on Interior and Insular Affairs, House of Representatives.
Comptroller General of the U.S., Washington, D.C.
Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.

Report No.—CED-81-122

Pub Date—10 Sep 81

Note—100p.; For related document, see ED 171 484.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Problems, Agency Cooperation, American Indian Education, *American Indians, Cooperative Planning, Cooperative Programs, Coordination, *Federal Aid, Federal Legislation, *Federal Programs, *Organizational Change, *Organizational Effectiveness, Program Costs, Program Development, Program Evaluation, *Program Improvement, Quality of Life

Identifiers—*Bureau of Indian Affairs

As a result of the Bureau of Indian Affairs' (BIA) laxness in improving management of programs and services for Indians, the Chairman of the House Committee on Interior and Insular Affairs requested the General Accounting Office (GAO) to review the accountability of federal funds and property involving contracts and grants totaling about \$726 million awarded during the fiscal years 1978 through 1980 for the benefit of Indians. GAO's review of 178 grants and contracts disclosed that the BIA continues to have problems administering and monitoring Indian programs and accounting for federal funds. Repeating the substance of its 1978 recommendations that the BIA revise its policies, procedures, and practices pertaining to contracts and grants with Indian tribes to improve accountability for federal funds, GAO also suggested that the Secretary of Interior direct the Assistant Secretary for Indian Affairs to consider three possible alternative organizational structures for the BIA to separate program and procurement functions. This change would eliminate inherent conflicts between those responsible for implementing services and programs and those responsible for monitoring and reporting on tribal grant and contract performance

and further the objectives of the Indian Self-Determination Act. GAO also urged Congress to require the Secretary of Interior to report on the progress made in implementing GAO's recommendations. (ERB)

ED 247 077 RC 014 895

Wilde, Glenn R.
Intermountain Community Learning and Information Centers Concept, Processes and Results.
Pub Date—Aug 84

Note—9p.; Paper Presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, Community Education, *Cooperative Programs, Delivery Systems, *Educational Innovation, Higher Education, *Information Networks, Libraries, *Library Role, Program Development, *Regional Programs, Rural Areas, *Rural Education

Identifiers—Colorado, Montana, Utah, Wyoming
Intermountain Community Learning and Information Centers are the result of work begun in 1977 by Utah State University and are based on use of rural libraries in a new information and education function. Support from the Western Rural Development Center permitted the Cooperative Extension Services, state libraries, and continuing educators from Colorado, Montana, Utah, and Wyoming to cooperatively work toward tying together information services (a traditional library role) with formal and informal educational services (a new role), thus forming a 1-stop community education/information center serving the multiplicity of rural needs. The delivery system is envisioned as using electronic access to informational resources, sharing educational resources through a multi-service network, and the training of specialists to market services to client groups. A multi-state survey of potential users revealed over 65% of the respondents had participated in some educational or training activity during 1981-1982. The first priority need was for Family and Human Relations information, with Professional, College Completion and General Community Enrichment among second priority needs. The project has created awareness of service needs in rural communities and in rural libraries, support has been sought from various organizations, and attention has been drawn to rural issues in two separate Congressional hearings on rural information needs. (BRR)

ED 247 078 RC 014 896

Wheelock, Gerald C., Ed.
Isolation of Factors Related to Levels and Patterns of Living in Low-Income Areas of the Rural South. A Basebook.

Alabama A and M Univ., Normal Dept. of Agribusiness Education.
Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Aug 83

Note—81p.; 1890 Land Grant Regional Research Publication No. 1.

Available from—Dept. of Agribusiness Education, Alabama A&M Univ., Normal AL 35762 (Free).
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Colleges, Attitudes, Beliefs, Black Colleges, Blacks, Community Satisfaction, Consumer Economics, Demography, Educational Attainment, *Heads of Households, *Individual Characteristics, Land Grant Universities, Life Satisfaction, *Low Income, Occupations, Racial Factors, *Regional Characteristics, *Rural Family, Social Agencies, Use Studies, Values, Whites

Identifiers—*Pattern Analysis, Tuskegee Institute AL, *United States (South)

Ten separate 1890 Land-Grant Universities and Tuskegee Institute cooperatively conducted a 10-state southern regional research project, "The Isolation of Factors Related to Patterns and Levels of Living in the Rural South," which elicited household and demographic data on 2,580 rural families. The 10 contiguous southeastern states which composed the research sites are Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Data were collected in late 1981 through interviews

with heads of households and examined six major areas: demographic characteristics; occupation characteristics; community and life satisfaction; agency utilization and client satisfaction; attitudes, values, and beliefs; and consumer behavior and income. The median age for respondents was 45 years or over; more white than black heads of households were surveyed in most states; and fewer than 50% of the heads of household had completed high school, except in Virginia (55%). This basebook provides a history of the project and a description of how the project was conducted. Descriptive tables report frequency distributions within each of the 10-state samples. Numerous subsections within each of the six major areas provide narrative, tables, and information about the survey instrument, where applicable. A bibliography and a discussion of the sampling procedure conclude the basebook. (BRR)

ED 247 079 RC 014 897

Tallichet, Suzanne E. Willits, Fern K.
Sex-Role Attitude Change of Young Women: Influential Factors from a Panel Study.
Pennsylvania State Univ., University Park. Pennsylvania Agricultural Experiment Station.

Pub Date—Aug 84

Note—33p.; Paper Presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, Comparative Analysis, Daughters, Educational Attainment, *Females, Followup Studies, Mothers, Rural Youth, *Sex Role, *Traditionalism, *Young Adults

Identifiers—*Education Role, *Liberalism, Pennsylvania

A panel of 294 non-metropolitan Pennsylvania women was studied first in 1970 when they were high school sophomores and again in 1981 to assess the relationship between traditional and nontraditional role behaviors and changes in sex-role attitudes. As adolescents in 1970, the women were either extremely liberal or traditional. As young adults in 1981, they expressed more uniformly nontraditional views. That is, the majority overwhelmingly rejected the ideas that education and job opportunities are more important for boys, and that every girl should marry, stay at home, have children, and leave the major family decisions to her husband. Although young women who had expressed liberal sex-role attitudes during their teen years were more likely to further their education than their more traditional counterparts, marital status, number of children, and employment status showed no such statistical association. In general a subject's attitude scores increased on a scale from 1 to 10 from most traditional to least traditional as her educational level increased, but the effect of education was tempered by her mother's educational level; differences associated with increasing schooling were most pronounced when the mother had less than a high school education. Employed women expressed significantly more nontraditional attitudes than did their unemployed counterparts. Married women expressed a more liberal position than did their unmarried peers. (BRR)

SE

ED 247 080 SE 039 713

Helgeson, Stanley, Comp. And Others
Especially for Teachers: Selected Documents on the Teaching of Science 1966-1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-78-0004

Note—283p.; Portions of subject index may be marginally legible due to light print.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., Rm. 310, Columbus, OH 43212 (\$10.00).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Biological Sciences, Curriculum Guides, *Elementary School Science, Elementary

Secondary Education, Exceptional Persons, *Instructional Materials, Interdisciplinary Approach, Physical Sciences, *Resource Materials, *Science Activities, Science Careers, Science Education, Science Instruction, *Secondary School Science, Teacher Education, *Teaching Methods

Designed to supplement the day-to-day planning, teaching, and evaluation activities of science teachers at all educational levels, this compilation contains over 900 resumes of practitioner-oriented documents announced in "Resources in Education" (RIE) between 1966 and 1981. The resumes are presented under these headings: (1) elementary (biology/life science, careers, curriculum, earth/space/meteorology/oceanography, energy, multiple areas, physical sciences); (2) secondary (biology, careers, chemistry, earth/space/meteorology/oceanography, multidisciplinary, physics/physical science); (3) K-12 exceptional (including materials for handicapped and gifted students); and (4) various K-12 subjects. A list of documents by ED number, an author index, and a subject index (using terms from the "Thesaurus of ERIC Descriptors") are included. (JN)

ED 247 081 SE 043 688
Disinger, John, Comp. Howe, Robert W., Comp.
Especially for Teachers: Selected Documents on
the Teaching of Environmental Education
1966-1982.

ERIC Clearinghouse for Science, Mathematics, and
Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—Dec 83
Contract—400-83-0011

Note—353p; Document contains several pages of
occasional light type.

Available from—SMEAC Information Reference
Center, The Ohio State Univ., 1200 Chambers
Rd., Rm. 310, Columbus, OH 43212 (\$10.00).

Pub Type—Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Informa-
tion Analysis Products (071)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Biological Sciences, Curriculum
Guides, Ecology, Elementary Secondary Educa-
tion, Energy, *Environmental Education, *In-
structional Materials, *Interdisciplinary
Approach, Learning Activities, Outdoor Activi-
ties, *Outdoor Education, Physical Sciences, *Re-
source Materials, Sociocultural Patterns, Teacher
Education, *Teaching Methods

Designed to supplement the day-to-day planning,
teaching, and evaluation activities of environmental
education teachers at all educational levels, this
compilation contains over 1000 resumes of prac-
titioner-oriented documents announced in "Re-
sources in Education" (RIE) between 1966 and
1982. The resumes are organized by educational
level (elementary/middle, middle/secondary, sec-
ondary, elementary/middle/secondary) in each of
four categories: (1) outdoor emphasis; (2) biophysi-
cal emphasis; (3) sociocultural emphasis; and (4)
multidisciplinary. A list of documents by ED num-
ber, an author index, and a subject index (using
terms from the "Thesaurus of ERIC Descriptors")
are included. (JN)

ED 247 082 SE 044 677
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume
17, Number 3.

Ohio State Univ., Columbus, Center for Science and
Mathematics Education.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—84
Note—73p.

Available from—Information Reference Center
(ERIC/IRC), The Ohio State Univ., 1200 Cham-
bers Rd., 3rd Floor, Columbus, OH 43212 (sub-
scription \$9.00, \$2.75 single copy).

Journal Cit—Investigations in Mathematics Educa-
tion; v17 n3 Sum 1984

Pub Type—Information Analyses (070) — Col-
lected Works - Serials (022) — Reports - Research
(143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, Book Reviews, Calculus,
*Cognitive Processes, Concept Formation, Ele-
mentary Secondary Education, Higher Educa-
tion, Homework, *Mathematics Achievement,
*Mathematics Education, *Mathematics Instruc-
tion, Problem Solving, Sex Differences, Spatial
Ability, Student Attitudes, *Teaching Methods,

Textbook Research, *Time on Task

Identifiers—*Mathematics Education Research

This issue of "Investigations in Mathematics Edu-
cation" contains: (1) a review of E. Fischbein's book
"The Intuitive Sources of Probabilistic Thinking in
Children;" (2) nine abstracts of research studies in
mathematics education; (3) a list (by ED number) of
mathematics education research studies reported in
the January to March 1984 issues of "Current Index
to Journals in Education" (CIJE); and (4) a list (by
ED number) of mathematics education research
studies reported in the January to March 1984 is-
sues of "Resources in Education" (RIE). The stud-
ies abstracted focus on: the influence of different
styles of textbook use on instructional validity of
standardized tests; directional effect in transforma-
tional tasks; a comparison of scaling and correla-
tional analysis of perceptions of mathematics
objectives; attitudinal differences between students
in general mathematics and algebra classes; home-
work assignments, mathematical ability, and
achievement in calculus; engaged student behavior
within classroom activities during mathematics
classes; the acquisition of addition and subtraction
concepts in grades 1 through 3; an evaluation of a
process-oriented instructional program in mathe-
matical problem-solving in grades 5 and 7; and
mathematics anxiety, instructional method, and
achievement in a survey course in college mathe-
matics. (JN)

ED 247 083 SE 044 678

Computational Modeling and Mathematics Ap-
plied to the Physical Sciences.

National Academy of Sciences - National Research
Council, Washington, D.C.

Spons Agency—Department of Energy, Washing-
ton, D.C.

Pub Date—84
Contract—DE-FG1081ER12001

Note—105p.

Available from—Office of Mathematical Sciences,
National Research Council, 2101 Constitution
Avenue, NW, Washington, DC 20418.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Algorithms, Biological Sciences,
Computer Oriented Programs, Engineering, En-
gineering Education, Higher Education, *Mathe-
matical Applications, *Mathematical Models,
*Mathematics, Mathematics Education, *Physi-
cal Sciences, Science Education

Identifiers—*Computational Modeling

One aim of this report is to show and emphasize
that in the computational approaches to most of
today's pressing and challenging scientific and tech-
nological problems, the mathematical aspects can-
not and should not be considered in isolation.
Following an introductory chapter, chapter 2 dis-
cusses a number of typical problems leading to com-
putational modeling from the viewpoint of the
scientific or engineering discipline in which they
arise. Areas considered include: hydrodynamic sys-
tems; chemical systems and combustion; plasma
physics; particle physics; condensed-matter physics;
geophysical applications; meteorology; astrophys-
ics; structural mechanics; nondestructive testing
and tomographic reconstruction; mathematical
models in the biological sciences; and electronic
components. Chapter 3 examines several of the
problems from the viewpoint of the computational
and mathematical difficulties that arise in connec-
tion with them. These difficulties include larger
numbers of degrees of freedom, different time or
length scales, or singularities of various types. Chap-
ter 4 focuses on the numerical algorithms involved
in the computations, such as various discretization
methods, continuation approaches, and splitting
techniques. Increased support for computational
modeling and applied mathematics, computing fa-
cilities, and for education and manpower develop-
ment in these areas is recommended. (JN)

ED 247 084 SE 044 679

Palumbo, Thomas J.
Selected Characteristics of Persons in Engineer-
ing 1978.

Bureau of the Census (DOC), Suitland, Md.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date—Jun 84
Note—36p; For other documents in this series, see
ED 168 820, ED 205 394 and ED 229 231. Docu-
ment contains small and light print.

Available from—Superintendent of Documents,
Government Printing Office, Washington, DC

20402.

Journal Cit—Current Population Reports; Series
P-23 n135 Jun 1984

Pub Type—Collected Works - Serials (022) — Re-
ports - Research (143) — Numerical/Quantita-
tive Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Background, *Em-
ployment Experience, Employment Level, *Engin-
eering, Engineering Education, *Engineers, Higher
Education, Occupational Mobility, Occupational
Surveys, *Personnel Data, *Salaries

Identifiers—National Science Foundation

This report is the seventh in a series of reports
based on data collected in the 1978 National Sam-
ple of Scientists and Engineers survey. Profiled are
the characteristics of 721,158 persons represented
in the national sample's field of engineers. Charac-
teristics are discussed under five headings: (1) com-
position (sex, age, regional/racial distribution); (2)
education and training; (3) professional experience
and growth of field, focusing on years of profes-
sional experience, field of engineering in 1976, and
job mobility in 1978; (4) labor force participation;
and (5) income, focusing on basic annual salary rate
of full-time employed engineers in 1978. Text mat-
erial is supplemented by statistical data presented in
three text tables, three charts, and individual tables
related to each of the five areas. Survey methodol-
ogy (including questionnaire used and response
rates) is provided in five appendices. Among the
findings are indications of a predominantly male
(99.6 percent), white (about 96 percent) sample
with a median age of 47 years. In addition, 92 per-
cent were in the labor force, and of those not in the
labor force, 94 percent were retired. The 1978 basic
salary rate of full-time employees was \$27,275. (JN)

ED 247 085 SE 044 680

Labor-Market Conditions for Engineers: Is There
a Shortage? Proceedings of a Symposium.

National Academy of Sciences - National Research
Council, Washington, DC. Office of Scientific and
Engineering Personnel.

Pub Date—84
Note—160p.

Available from—Office of Scientific and Engineer-
ing Personnel, 2101 Constitution Avenue, NW,
Washington, DC 20418.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Faculty, Computer Science,
Employment, Employment Patterns, *Em-
ployment Projections, *Engineering, Engineering Edu-
cation, *Engineers, Federal Programs, Higher
Education, *Labor Force, *Labor Market, Re-
search and Development Centers, Teacher Short-
age

Identifiers—Federal Laboratories

These proceedings include four papers that exam-
ine four different models of the engineering labor
market, namely, those of: (1) the American Elec-
tronics Association ("Technical Employment Pro-
jections, 1983-1987" by Pat Hill Hubbard); (2) the
Bureau of Labor Statistics ("Future Labor-Market
Conditions for Engineers" by Ronald E. Kutscher);
(3) the National Science Foundation ("Projected La-
bor-Market Balance in Engineering and Computer
Specialty Occupations, 1982-1987" by Jean E. Van-
ski); and (4) the American Council on Education's
Business-Higher Education ("Engineering Man-
power and Education—A Precise and Commentary"
by William R. Upthegrove). Also included is a re-
view of the four studies by W. Lee Hansen, a com-
parative assessment by Michael Mandel, and the
presentations and related commentary of two panel
discussions. The first panel, which dealt with the
problems of finding qualified engineering faculty,
indicated concern over the likelihood of shortages
in quantity and the quality of faculty becoming a
severe problem. The second panel focused on en-
gineering employment in federal laboratories. Reports
from representatives of these laboratories indicated
only limited concern over quantitative shortages in
engineering research personnel, but increasing
problems in holding highly talented investigators
and attracting "superstar" experienced researchers.
Other conclusions and recommendations are dis-
cussed. (JN)

ED 247 086 SE 044 681

Science for Every Student: Educating Canadians
for Tomorrow's World. Report 36.

Science Council of Canada, Ottawa (Ontario).
Report No.—ISBN-0-662-11576-X

Pub Date—Apr 84

Note—81p.; For summary report see SE 044 691. For background study, see ED 243 666-668. This document is also available in French: *L'école des Sciences. La Jeunesse Canadienne Face à Son Avenir.*

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (\$5.25; orders outside Canada \$6.30).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Curriculum Development, *Educational Improvement, *Educational Objectives, Elementary School Science, Elementary Secondary Education, *Science Curriculum, *Science Education, Science Instruction, Secondary School Science, Teacher Education

Identifiers—*Canada, *Science Education Research

The Science Council of Canada conducted a 4-year study on science education to investigate the past and present place of science education in Canadian schools and to develop recommendations for its future direction. This report, which summarizes the comprehensive study, is organized into 6 chapters. Chapter 1 summarizes and highlights the report. Chapter 2 examines why science should be studied, considering science for the informed citizen, for further education, for the world of work, and for personal development. Chapter 3 discusses why human, physical, and political contexts are important to the success of science education. Chapter 4 considers the present directions in science education; science for all students, researching the science curriculum, ministry curriculum guidelines, priorities and effectiveness of teachers, textbooks, and the experiences related to students and classrooms are addressed. Chapter 5 discusses eight ways in which the renewal of Canadian science education can be initiated (such as including technology classes in the secondary school curriculum). Chapter 6 offers 47 recommendations for facilitating the renewal of science education, including those related to curriculum leadership and to human, instructional, external, and research resources. Cost estimates for implementing the recommendations are included in an appendix. (JN)

ED 247 087

SE 044 683

Projected Response of the Science, Engineering, and Technical Labor Market to Defense and Nondefense Needs: 1982-87. Special Report.

National Science Foundation, Washington, D.C. Report No.—NSF-84-304

Pub Date—Jan 84

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Employment Projections, Engineering, *Engineers, Labor Market, Labor Needs, *Labor Supply, *National Defense, *Paraprofessional Personnel, Sciences, *Scientists

Identifiers—National Science Foundation

This report presents findings of a special analysis designed to project science, engineering, and technician (SET) personnel requirements of both defense and nondefense sectors during the 5-year period ending in 1987 and to assess the projected supply of such personnel available to meet those requirements. Following an introduction, the report is organized into two main sections. The first section provides an overview of the Interindustry Forecasting System (IFS) that was used to generate employment projections of SET personnel. It presents pertinent assumptions underlying four scenarios chosen for analysis, and reports total and defense-related employment requirements through 1987. These requirements are presented separately for scientists (computer systems analysts and social, physical, mathematical, and life scientists), engineers (electrical/electronic, mechanical, aeronautical/astronautical engineers), and technicians (computer programmers, drafters, and science and engineering (SE) technicians). The second section describes the Dauffenbach/Fiorito/Folk (DFF) labor supply model, presents information on the importance of various components of the SE labor supply, and provides comparisons of demand and supply projections to assess potential labor market balance. An assessment of projected labor market balance for SE-support technicians is also presented in this section. Information on the IFS and DFF models and supporting data (presented in 20 statistical tables) are included in appendices. (JN)

ED 247 088

SE 044 684

Dossey, John A. Brennan, Mervin M. Summary of the 1982 Mathematics Results of the Illinois Inventory of Educational Progress.

Illinois State Board of Education, Springfield.

Report No.—302

Pub Date—May 84

Note—53p.; Document contains marginally legible pages.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Elementary School Mathematics, Grade 4, Grade 8, Grade 11, Intermediate Grades, *Mathematics Achievement, Mathematics Education, *Mathematics Skills, *Measurement, Quantitative Tests, Secondary Education, *Secondary School Mathematics, Testing

Identifiers—*Illinois Inventory of Educational Progress

A random sample of fourth, eighth, and eleventh grade Illinois students has been tested annually since 1976 by the Illinois State Board of Education. This testing program is called the Illinois Inventory of Educational Progress (IIEP). This report presents mathematics achievement results of a random sample of fourth (N=6,103), eighth (N=10,026), and eleventh grade (N=16,264) students tested in 1982, factor analysis results, and teacher survey information. The 1982 testing focused on students' knowledge of mathematical measurement. As such, a three-factor model was developed that provides for three types of measurement units (nonstandard, metric, and conventional), five categories of measurement skills (estimation, conversions within, comparisons between, selecting and/or reading instruments, and problem-solving), and five types of measurement attributes (length, area, capacity, mass, and temperature). Major findings are presented in separate chapters for each grade level. Two conclusions emerge from these results: (1) students perform at roughly the same level in all aspects of mathematical measurement tested by the IIEP and (2) students are weak in measurement. In addition, students have considerably less problems with the metric system than many people think. (Copies of test instruments, correct answer keys, a sample teacher survey instrument, and other information are included in appendices.) (JN)

ED 247 089

SE 044 685

How Virginia Can Best Maintain High Quality Engineering Programs in Its Public Institutions of Higher Education. Report of the Joint Subcommittee Studying...to the Governor and the General Assembly of Virginia. Senate Document No. 15.

Virginia State General Assembly, Richmond.

Pub Date—84

Note—48p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Educational Quality, Educational Trends, *Engineering Education, *Enrollment, Females, Higher Education, Industry, *Laboratory Equipment, Minority Groups, Program Improvement, Salaries, Scientific Research

Identifiers—*Engineering Curriculum, *Virginia

This report, based on a study of engineering education in Virginia, presents information on the status of engineering programs in the state, women and minorities in engineering, research in engineering, recruitment and retention of engineering faculty, perspectives of business and industry, and the effect of the "crisis" in engineering education on state engineering schools. Eleven major recommendations are also presented. The study (summarized in an appendix) examined various aspects of engineering education at Old Dominion University, the University of Virginia, Virginia Military Institute, and Virginia Polytechnic Institute, including budgets, equipment, graduate and undergraduate enrollment, indicators of academic quality, graduate employment, faculty salaries, faculty position openings and personnel actions, and estimates of additional resources. Findings suggest the decline in the quality of engineering education programs is due, in part, to obsolete equipment and facilities, insufficient space, and a shortage of qualified faculty. Therefore the 11 recommendations focus on maintaining quality programs. Features of such quality programs are contingent upon adequate facilities, quality of graduate students, state-of-the-art equipment and computational capability, and qualified faculty, all of which, in turn, necessitates adequate funding of engineering schools. (JN)

ED 247 090

SE 044 686

Morrison, G. R.

A Forestry Manual for Ontario Secondary School Teachers.

Ontario Forestry Association, Willowdale.

Pub Date—Sep 83

Note—163p.

Available from—Ontario Forestry Association, 150 Consumers Rd., Willowdale M2J 1P9 Ontario (Canada).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Botany, *Classification, Environmental Education, *Forestry, Geography, High Schools, *Lumber Industry, Map Skills, Measurement Techniques, Plant Identification, Science Education, *Secondary School Science, *Trees, Wildlife Management

Identifiers—*Ontario

This manual is designed for use in a 1-year, grade 11 forestry course. The manual consists of eight units that focus on: (1) dendrology (tree description); (2) forestry measurements; (3) maps and aerial photography; (4) Canadian forest geography; (5) logging and utilization; (6) forest management and silviculture (the science and art of cultivating forest crops); (7) forest protection (considering fire, insect, and disease protection); and (8) wildlife management. Each unit contains objectives, background information, instructional strategies, student activities, and (when applicable) student materials. Suggested equipment requirements, a list of audiovisual aids, and the addresses of organizations, colleges/universities, and federal government agencies are included in appendices. (JN)

ED 247 091

SE 044 687

Renewing U.S. Mathematics: Critical Resources for the Future. Report of the Ad Hoc Committee on Resources for the Mathematical Sciences.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Physical Sciences, Mathematics, and Resources.

Pub Date—84

Note—219p.

Available from—Board on Mathematical Sciences, 2101 Constitution Ave., Washington, DC 20418.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Computation, Computer Science, Engineering, *Federal Aid, *Financial Support, Futures (of Society), Government School Relationship, Guidelines, Higher Education, Mathematicians, *Mathematics, Mathematics Education, Physics, Research, *Research and Development, Resource Allocation, *Resources, Technology

Identifiers—National Science Foundation

This report assesses the adequacy of United States resources in support of mathematics. Section I (the introduction) considers the support of research, the scope of mathematics, and relationships of mathematics to computer science and education. Section II discusses strengths and opportunities in the mathematical sciences by considering mathematics and technology, mathematics in and as science, trends, and the future. Section III examines various aspects related to inadequate support for mathematics, including reasons for decreased federal support and the consequences of inadequate support. Section IV presents and discusses various guidelines for future support, considering such areas as university-government cooperation, the breadth of support, employment prospects, and Ph.D. production. Section V offers recommendations to the federal administration, congress, universities and the mathematics research community. Appendices include: (1) a description of the varied approaches to research in mathematics; (2) a discussion of federal support, focusing on trends, analyses, and data sources; and (3) a paper by Arthur Jaffe ("Ordering the Universe: The Role of Mathematics") which considers the importance of mathematics to science and technology. One finding noted is that recent funding increases in the computer sciences actually mask a downward trend in federal support for mathematics itself. (JN)

ED 247 092

SE 044 688

Raizada, Karun Shanker

Pedagogic Consensus, Consensibility, and Commensurability in Chemistry Teaching.

Pub Date—Sep 83

Note—149p.; Master of Science Thesis, University of Calgary.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Chemistry, *Classroom Communication, High Schools, Science Education, *Science Instruction, *Secondary School Science, Teacher Education, *Verbal Communication

Identifiers—Canada, Science Education Research

This study examines chemistry instruction from a perspective based primarily on John Ziman's communal knowledge model for science. Several grade 10, 11, and 12 chemistry lessons by three different teachers at three different schools were observed and audiotaped. Data were examined to demonstrate the occurrence of certain specific pedagogic tactics embodied in some metacommunicative teacher utterances within the chemistry classroom teaching/learning discourse. These tactics reflect teachers' concerns for: (1) consensuality of their discourse; (2) commonality of the frame of reference with their students; and (4) the commensurability of the subject of their teaching discourse with course requirements, curricular structure, and nature of the discipline. In addition, the study relates these four tactics to four analogous pedagogic concerns on the part of a teacher. In turn, these are developed as four constructs for use by researchers or practitioners in recasting the original "pedagogic problematic," namely, the difficulty many students experience in learning chemistry. The problem is reinterpreted from the point of view of pedagogic consensuality, consensuality, commonality of frame of reference, and commensurability. The nature of these findings is discussed, and their implications for practice and as a new focus for teacher education are outlined. (Author/JN)

ED 247 093 SE 044 689

Isaacs, Patricia A.

Development of a Test of Process Skills for Grade 3 Elementary School Pupils.

Pub Date—84

Note—18p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Science, *Grade 3, Primary Education, *Process Education, Science Education, *Test Construction, *Testing, Test Items

Identifiers—Jamaica, *Process Skills, Science Education Research

Although the development of process skills has been accepted as being an important part of elementary school curricula in science and in other subjects, few valid and reliable tests exist for their assessment. Therefore, a test is currently being developed to assess these skills. It is designed to meet seven criteria (such as testing process skills taught during the first 3 years of schooling and not being slanted toward any particular subject area). Three versions of Form 1 were administered to 318 Jamaican students in grade 3 classes in 10 rural elementary schools. The mean of this form was 20.67 with a standard deviation of 6.6. A Cronbach alpha of 0.85 was obtained. Six of the items had a facility of 0.32 or less; six of the items had a facility of 0.75 or greater. Discrimination indices were also satisfactory. Plans are underway for testing all six versions of the test simultaneously with students of the same age in Barbados, Belize, and Jamaica. It is hoped that the resulting tests will be a useful resource for assessing the levels of development of the process skills for either research purposes or for evaluating student learning due to curriculum development. (JN)

ED 247 094 SE 044 690

Firstman, Aranga

Time Management and Laboratory Scheduling at a Community College: Governance and Management.

Pub Date—7 Mar 84

Note—50p; Ed.D. Practicum, Nova University. **Pub Type**—Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *College Science, Community Colleges, *Microbiology, *Scheduling, Science Education, *Science Instruction, Time Factors (Learning), *Time Management, Two Year Colleges

Identifiers—Science Education Research

A quasi-experimental design was used in an investigation directed at determining whether laboratory time in microbiology would be more efficiently and effectively utilized if scheduled as semi-weekly sessions of 1.5 hours each rather than as a single 3-hour session. Efficiency was measured by the number of procedural and data errors made by students and the amount of time actually spent in lab. Learning outcomes, scores on an epidemic problem-solving assignment, and mean laboratory examination scores were used to denote effectiveness. Subjects consisted of two intact laboratory groups with 24 students in each group. Significant differences were noted between the two groups. Students in the semi-weekly section spent 18.3 percent more time in the laboratory, made 4.4 percent fewer procedural errors, 5.6 percent fewer data errors, and had 10.3 percent higher mean laboratory examination scores. However, no significant difference was noted for the epidemic problem set. It was recommended that serious consideration be given to offering additional microbiology laboratory sections on a semi-weekly basis as a method for improving management of the learning environment. It was also recommended that a similar study be conducted with students enrolled in anatomy. (Author/JN)

ED 247 095 SE 044 691

Science for Every Student: Educating Canadians for Tomorrow's World. Summary of Report 36 = A l'ecole des Sciences. La Jeunesse Canadienne Face a Son Avenir. Abrege du Rapport 36. Science Council of Canada, Ottawa (Ontario).

Pub Date—[84]

Note—28p; For the full report see SE 044 681; for the background study, see ED 243 666-668. Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec K1A 0S9 (cost for full report, \$5.25; orders outside Canada \$6.30).

Language—English; French

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Educational Improvement, *Educational Objectives, Elementary School Science, Elementary Secondary Education, *Science Curriculum, *Science Education, Science Instruction, Secondary School Science, Teacher Education

Identifiers—*Canada, *Science Education Research

The Science Council of Canada conducted a 4-year study on science education in Canadian elementary and secondary schools. The study reached the conclusion that renewal science education is essential. This report analyzes the study's findings and presents recommendations for bringing about this renewal. The report is organized in four sections. The first section examines why science should be studied, considering science for the informed citizen, for further education, for the world of work, and for personal development. The second section discusses science for every student, and issues related to the intended curriculum, the planned curriculum, and the taught curriculum. The third section discusses eight ways in which the renewal of science education can be initiated. They include providing science education for all elementary school students, encouraging girls to continue science throughout their schooling, making sure that science education includes how science, technology and society interact, and the inclusion of technology courses in the secondary school curriculum. The fourth section presents some of the recommendations for facilitating the renewal of science education, including those related to teachers/teacher education, resources, and curriculum development. (JN)

ED 247 096 SE 044 692

Dessart, Donald J. And Others

The Knox County Mathematics Basic Skills Improvement Project, 1980-82 Report. Knox County Schools, Knoxville, Tenn.

Pub Date—Jan 83

Note—75p; Several pages may be marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Basic Skills, *Curriculum Development, Elementary Education, *Elementary School Mathematics, In-service Teacher Education, *Instructional Improvement, Mathematics Curriculum,

Mathematics Education, *Mathematics Instruction, *Mathematics Skills, Program Descriptions

Identifiers—*Tennessee (Knox County)

This report covers the activities of the Knox County Mathematics Basic Skills Improvement Project from September 1980 to September 1982. The purpose of the project was to raise the level of student performance in the basic skill areas of mathematics in the Knox County School System through the development of a restructured curriculum for grades kindergarten through 8 and to implement a viable program of instructional improvement, especially in those schools where student performance indicated the greatest degree of mathematics skill deficiency. Major areas discussed in the report include the project personnel and their work, inservice training, technical assistance, dissemination activities, and evaluation activities. A curriculum model, third grade mathematics curriculum, program brochure, and a paper by Charleen DeRidder and Donald J. Dessart ("Teaching: Using a Directed Lesson") are included in appendices. Results are provided for the achievement of students in experimental and control schools. These results indicate that the effect of the traveling mathematics teachers and the restructured curriculum had very positive effects as revealed by mean score gains. (JN)

ED 247 097 SE 044 693

Baroody, Arthur J.

Mastery of the Basic Number Combination: Internalization of Relationships or Facts?

Rochester Univ., N.Y. Graduate School of Education and Human Development.

Spons Agency—National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date—84

Grant—NIH-HD16757-01; NIH-HD16757-02

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arithmetic, *Cognitive Processes, Elementary Education, *Elementary School Mathematics, *Learning Strategies, Learning Theories, Long Term Memory, Mathematics Education, *Mathematics Instruction, *Numbers

Identifiers—*Number Combinations

Accurate and automatic production of the basic number combinations is a major objective of elementary mathematics education. Typically, it is not an objective that is easily and quickly attained. Indeed, teachers regularly lament about how difficult it is to get their students to master the basic "number facts." This problem may be due, in part, to educators' misconceptions of how children learn basic number combinations and how number combinations are represented in adult long-term memory. This paper first outlines the historical debate on how number combinations are learned or internalized and then critically reviews the empirical evidence for and conceptual adequacy of current models of how number combinations are represented in and efficiently produced from long-term memory. An alternative view is offered that argues that, while adults may retrieve some number combinations from associative memory (a "reproductive" process), many combinations can be accurately and automatically produced from stored rules, algorithms, or principles (efficient "reconstructive" processes). (JN)

ED 247 098 SE 044 694

Peterson, Wayne, Ed.

Guidelines for K-8 Mathematics Curriculum. Toward Meeting Present and Future Needs.

Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.

Pub Date—May 84

Note—61p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, *Behavioral Objectives, Computation, Curriculum Development, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Geometry, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Measurement, *Number Concepts, *Problem Solving, Resource Materials, Statistics, Teaching Methods

Identifiers—*Washington

Guidelines that were prepared for use in curriculum development efforts by schools and districts

throughout the state of Washington are presented in this document. The philosophy of mathematics education reflected in these guidelines is presented, as are a discussion of areas to be addressed if needed improvements in the K-8 mathematics program are to be made, and material related to six mathematics content strands. These strands are: (1) problem-solving; (2) measurement; (3) geometry; (4) number properties, theory, and computation; (5) probability and statistics; and (6) algebra. Each strand consists of introductory comments (which provide information on scope and sequence, the relative importance of instructional emphasis, and classroom implementation concerns) and a listing of learning results (objectives) and their corresponding instructional implications. These results and implications are organized by grade levels (grades K-3, grades 4-6, and grades 7-8) within each strand. A bibliography of selected instructional resources, compiled from materials that the curriculum writing team found useful in their own classroom experiences, is provided at the end of each set of learning results and instructional implications. (JN)

ED 247 099 SE 044 695

Chirichello, John Crowley, Michael
National Patterns of Science and Technology Resources 1984.

National Science Foundation, Washington, D.C.

Report No.—NSF-84-311

Pub Date—Feb 84

Note—96p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Degrees (Academic), Employment Patterns, Engineering, Engineering Education, *Engineers, *Federal Aid, Females, Financial Support, Higher Education, Industry, Labor Market, Minority Groups, *Research and Development, Science Education, *Sciences, Scientific Research, *Scientists, *Technology Identifiers—National Science Foundation

The National Science Foundation, in attempting to monitor the health of United States science and technology, assembles and analyzes comprehensive measures of the financial and human resources that government, industry, academia, and other non-profit institutions devote to scientific and technological activities. This annual report presents a concise but comprehensive summary of this type of science and technical information. Areas considered related to national perspectives of research and development (R&D) resources are: the R&D effort and the national economy; R&D performance; R&D by national objective; the R&D and gross national product (GNP) ratio; basic research, applied research, and development; and international comparisons. Areas considered related to science and engineering (SE) personnel are: employment trends; SE labor market balance; sectoral patterns and trends; doctoral scientists and engineers; women and minorities; and the SE pipeline. Included are 21 charts, 87 detailed statistical tables, and a summary of major findings (including those indicating that business and industry is the largest employer of both scientists and engineers, that women and minorities continue to be underrepresented in SE, and that the four major economic sectors spent an estimated \$88 billion on R&D activities in 1983). (JN)

ED 247 100 SE 044 696

Cawley, John F., Ed.

Developmental Teaching of Mathematics for the Learning Disabled.

Report No.—ISBN-0-89443-581-7

Pub Date—84

Note—341p.

Available from—Aspen Systems Corporation, 1600 Research Boulevard, Rockville, MD 20850 (\$31.50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, *Learning Disabilities, *Material Development, Mathematics, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Secondary School Mathematics, Special Education, *Teaching Methods

This 11-chapter textbook presents various facets of mathematics and mathematics applications from preschool throughout the adult years. Chapter 1 describes selected qualities of the concept of learning

disability. Chapter 2 discusses the K-12 mathematics curriculum, instructional practices in regular education, mathematics curricula in special education, and specialized instructional approaches. Chapter 3 discusses various methods of assessment, including a model for assessing severe mathematics disabilities. Chapter 4 develops the premise that the needs of learning-disabled children are interrelated and that activities from one topic or skill area can be used to reinforce desirable behaviors or to promote opportunities for application and generalization. Chapters 5 through 7 contain extensive presentations of curriculum topics and instructional options. Chapter 8 explores mathematics in day-to-day living. Chapter 9 discusses the identification, selection, modification, and development of curriculum and instructional materials. Chapter 10 contains a comprehensive review of approaches to classroom management at varying developmental levels. Chapter 11 is designed to provide an understanding of the administrative options and models that are used to deliver services to the learning disabled. The chapter differentiates elementary and secondary levels and provides suggestions on how to integrate mathematics with other topics. (JN)

ED 247 101 SE 044 697

School Science Laboratories. A Guide to Some Hazardous Substances. A Supplement to the National Institute for Occupational Safety and Health Manual of Safety and Health Hazards in the School Science Laboratory.

Council of State Science Supervisors, Washington, D.C.

Spons Agency—Consumer Product Safety Commission, Washington, D.C.

Pub Date—84

Contract—C-83-1180

Note—32p.

Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, Cancer, *Chemistry, Guidelines, *Hazardous Materials, High Schools, *Laboratory Safety, *Science Laboratories, *Secondary School Science, *Storage Identifiers—*Chemicals

The purpose of this document is to identify potentially hazardous substances that may be in use in many school laboratories and to provide an inventory of these substances so that science teachers may take the initiative in providing for the proper storage, handling, use, and if warranted, removal of hazardous materials. The document consists of 11 sections: (1) a discussion of a total science safety program; (2) limitations of the guide; (3) instructions for use of health and safety tables; (4) health and safety tables on explosives, toxic substances, substances identified as corrosive/irritating, and substances identified as known or probable human and animal carcinogens; (5) a list of safety recommendations; (6) information on chemical and biological storage rooms and suggested chemical storage patterns; (7) a list of chemicals (in tabular format), which indicates the storage and use hazards for each chemical; (8) recommendations for textbook publishers and science supply companies; (9) a list of organizations to help science teachers deal with chemicals in the school laboratory; (10) a bibliography; and (11) a form used to evaluate the document. (JN)

ED 247 102 SE 044 698

Education and Recreation Standards Handbook: I & R Programs—Outdoor Classrooms, Interpretation, Recreation, Program Information, Dedicated Areas.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—82

Note—69p.; For a related document, see SE 044 699.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Education, *Evaluation Criteria, Federal Programs, Outdoor Activities, *Outdoor Education, *Program Evaluation, *Recreation, Trails, Wildlife

Identifiers—*Fish and Wildlife Service, *Interpretation (Environmental)

The standards presented in this document are used to evaluate the educational and recreational

programs of the United States Fish and Wildlife Service (FWS). These standards are grouped into the FWS interpretation and recreation (I&R) program areas of outdoor classrooms, interpretation, recreation, program information, and dedicated areas. Each standard is followed by a list of questions (evaluation criteria) which allow a "yes," "no," or "not applicable" answer. These questions address: (1) whether FWS policies and priorities are observed; (2) whether accepted planning procedures are followed; (3) whether educational programs are conducive to learning; and (4) whether recreational activities are likely to produce enjoyable experiences. In addition, the overall program goal, target audience, and program objective are provided for each program area. A glossary of terms is included. (JN)

ED 247 103 SE 044 699

Education and Recreation Standards Handbook: I & R Programs—Outdoor Classrooms, Interpretation, Recreation, Program Information, Dedicated Areas.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—82

Note—89p.; For a related document, see SE 044 698.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Education, *Evaluation Criteria, Federal Programs, Outdoor Activities, *Outdoor Education, Program Development, *Program Evaluation, *Recreation, Trails, Wildlife

Identifiers—*Fish and Wildlife Service, *Interpretation (Environmental)

The educational and recreational programs of the United States Fish and Wildlife Service (FWS) are carried out to help achieve the overall mission of the FWS, which is to provide federal leadership to conserve, protect, and enhance fish and wildlife and their habitats for the continuous benefit of people. A set of standards and related questions were developed to evaluate FWS interpretation and recreation (I&R) programs in terms of the FWS mission objective. This handbook, designed to be used with these standards and questions, explains the rationale for the standards/questions, identifies resources for additional study, and offers suggestions for bringing an I&R program into compliance with applicable standards. Information is provided in three major sections which focus on planning, evaluation, and development. A list of the standards and questions is included. Each question is accompanied by one or more sources of additional information. These sources include sections in this handbook (identified by paragraph number), FWS policy and procedure issues in the "Interpretation and Recreation Program Management Document," information in the FWS "Refuge Manual," and information from other sources. (JN)

ED 247 104 SE 044 700

Science Education in the United States: Essential Steps for Achieving Fundamental Improvement.

A Report on a Meeting of Educational Leaders Hosted by the Exxon Education Foundation (New York, New York, January 17-20, 1984).

EXXON Corp., New York, N.Y.

Pub Date—84

Note—27p.

Available from—Exxon Education Foundation, 111 West 49 Street, New York, NY 10029-1198.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Educational Improvement, *Educational Objectives, Educational Quality, Educational Research, Educational Trends, Elementary Secondary Education, *Inservice Teacher Education, *Preservice Teacher Education, *Science Curriculum, *Science Education, Science Instruction, Scientific Literacy, Teacher Role, Technological Literacy

This report summarizes a meeting which was held to explore some of the major issues raised by the current call for science education reform, and to make recommendations regarding what steps should be taken to ensure that the needed improvements in elementary and secondary science will actually be made in schools across the country. Included are discussions of: (1) the science education improvement effort to date; (2) the need for a new conceptual framework for scientific and technological education; (3) science education goals, curricula, and materials; (4) preservice teacher edu-

cation; (5) inservice teacher education; (6) the role of teachers and supervisors in improving science education; (7) harnessing educational research; (8) organizing for science education improvement; (9) science education improvement and the non-public schools; and (10) the context of science education improvement. Among the recommendations offered are the adoption of a new framework for science education based on scientific and technological literacy for all citizens, systematic efforts to develop model K-12 science curricula which would be fully supportive of the literacy goal, a reappraisal and reform of both pre- and in-service teacher education, and substantial involvement of school building-level educators in bringing about real change. (JN)

ED 247 105

SE 044 701

Garver, Janice B.

A Survey of Environmental Education in Hamilton County Schools (K-12).

Pub Date—Jun 83

Note—110p; Masters of Secondary Education Project, University of Cincinnati.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Course Content, Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Environmental Education, Field Trips, *Financial Support, *Program Content, Questionnaires, School Districts, School Policy, School Surveys, Teacher Education, Teaching Methods

Identifiers—Environmental Education Research, *Ohio (Hamilton County)

Environmental education (EE) courses and programs offered in grades K-12 in Hamilton County (Ohio) public, private, and parochial schools were surveyed by means of a questionnaire mailed to 67 district level administrators, principals, and teachers. Questionnaires were returned from 5 private, 4 parochial, and 27 public schools, representing a 57 percent response rate. Findings indicate a varied approach to EE in the Hamilton County schools. In terms of E. P. Hart's key characteristics of environmental education (1981), the local programs show evidence of being interdisciplinary, multilevel, and values clarifying. In addition, they: (1) have present and future orientation; (2) encourage activity participation and a team approach to teaching/learning and individualized learning; (3) provide productive student-teacher relationships, personal responsibility, and grouped interaction; (4) are community-oriented; (5) provide field studies; and (6) show flexible administrative organizational patterns. When evaluated in light of Hart's characteristics, they also show a lack of education process development, systems thinking, and urban field studies. In addition, little attempt at teacher education in EE concepts and issues was noted. One recommendation offered is to emphasize such areas as human population, urban ecology, marine education, energy consumption, and land use management in EE curricula. (JN)

ED 247 106

SE 044 702

Bryndison, Inga

Life Tracks Series.

Wisconsin State Dept. of Natural Resources, Madison.

Pub Date—[81]

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Animal Behavior, *Animals, *Endangered Species, *Ornithology, Resource Materials, Zoology

Identifiers—*Birds, *Wisconsin

Presented are descriptions of and information about various endangered species in Wisconsin. They include: the timber wolf (*Canis lupus lycaon*); Forrester's tern (*Sterna forsteri*); the Canada lynx (*Lynx canadensis*); Higgins' eye pearly mussel (*Lampisyllis higginsii*); the piping plover (*Charadrius melodus*); the osprey (*Pandion haliaetus*); the double-crested cormorant (*Phalacrocorax auritus auritus*); the peregrine falcon (*Falco peregrinus*); the bald eagle (*Haliaeetus leucocephalus*); the massasauga rattlesnake (*Sistrurus catenatus*); the common tern (*Sterna hirundo*); the barn owl (*Tyto alba*); and the pine marten (*Martes americana*). A map of Wisconsin (showing favorable habitat, general breeding range, former distribution, or migration pattern) accompanies each description. Information on constructing song bird feeders, bird houses, and the use of old, dead trees (snags) by various kinds of wildlife

is also presented. A list of some birds that use snags is included. (JN)

ED 247 107

SE 044 703

Lindsay, Elaine, Ed.

This Is Your Life. An Applied Mathematics Curriculum for Secondary Schools. A California State Demonstration Program. Second Edition.

Los Angeles Unified School District, Calif.

Pub Date—83

Note—537p; Prepared at Pacoima Junior High School.

Available from—Pacoima Junior High Mathematics Demonstration Center, 9919 Laurel Canyon Blvd., Pacoima, CA 91331 (\$8.85, \$6.00 plus shipping for five or more copies).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Computation, Daily Living Skills, *Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Skills, Secondary Education, *Secondary School Mathematics

A full-year's applied mathematics curriculum has been constructed around typical situations students may encounter. The curriculum is divided into seven units, two of which are used at various times throughout the year. The units focus on various mathematical aspects related to: (1) money management; (2) shopping; (3) furnishing a room; (4) banking; (5) purchasing and operating an automobile; (6) taking a vacation; and (7) renting an apartment. Each unit contains its own introduction, its own chronology, objectives and detailed lesson plans for each week, all the original student worksheets that are needed, and tests suitable to unit materials. Lessons are not pre-printed with prices or rates which might become inappropriate or obsolete. Instead, students themselves must obtain this information by investigating the current market. Unlike a standard textbook, this curriculum is different for each student. Within the simulation framework, students have abundant opportunities to learn how and when to apply their knowledge of arithmetic. In addition, basic computation skills are taught and practiced on an individual basis, using the most attractive commercial materials available. An outline of this sequence (in puzzle format), computational skills tests, a list of resource materials, and program description are included in appendices. (JN)

ED 247 108

SE 044 704

Palko, Barbara Jayne And Others

A Balanced Marine Aquarium [and] The Biology of Marine Aquarium Fishes Collected in Monroe County, Florida. A Two-Paper NOAA Technical Memorandum.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Marine Fisheries Service.

Report No.—NMFS-SEFC-59

Pub Date—Jan 81

Note—90p.

Available from—Southeast Fisheries Center, National Marine Fisheries Service, Miami Laboratory, 75 Virginia Beach Drive, Miami, FL 33149.

Pub Type—Reference Materials (130) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Animal Behavior, *Animals, *Ichthyology, *Marine Biology, Resource Materials, Wildlife, Zoology

Identifiers—*Aquariums, *Fishes, Florida (Monroe County)

This document consists of two separate papers. The first paper, "A Balanced Marine Aquarium" (Barbara Jayne Palko), discusses various aspects of a balanced marine aquarium. Information provided includes the basic and optional equipment needed to construct a balanced aquarium, preparations for setting up the aquarium, preparing the aquarium for fish, selecting the fish, and comments on general maintenance, feeding, and medications. The second paper, "The Biology of Marine Aquarium Fishes Collected in Monroe County, Florida" (Deb Hess and John Stevely), provides descriptions of 30 commercially valuable species in these families: (1) chaetodontidae (angelfishes and butterflyfishes); (2) pomacentridae (damselfishes); (3) apogonidae (cardinalfishes); (4) opistognathidae (jawfishes); (5) sciaenidae (drums and croakers); (6) blenniidae (blennies); (7) labridae (wrasses); and (8) the gobiidae (gobies). In addition, information on the biogeography of the species, local habitat in the Florida keys, food habits, predation, reproduction, and behavior is provided for the fishes in each of the eight

families. Also provided is a discussion of the diversity of tropical coral reef fish communities, a bibliography of literature cited and additional references, definitions of general terminology, maps showing areas referred to in the Caribbean and Florida Keys, and illustrations of invertebrates and plants commonly mentioned in the text. (JN)

ED 247 109

SE 044 705

Litchfield, Miriam Fraser, K. M., Ed.

Language Arts with an Environmental Twang. Environmental Education Activities for Grades 1-7. Curriculum Series, Number 1.

Murray State Univ., Ky. Center for Environmental Education.

Pub Date—Dec 78

Note—71p; Document is printed on colored paper.

Available from—Center for Environmental Education, Murray State University, Murray, Kentucky 42071 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Creative Writing, Dramatics, Elementary Education, *Environmental Education, *Language Arts, *Learning Activities, Listening, *Outdoor Activities, Poetry, Speech Instruction, *Vocabulary Development

The language arts are often neglected by environmental educators because they seem to evade integration with environmental concepts. However, they are among the most adaptable of the disciplines, and it is essential that the skills they teach (abstraction, imagination, and communication) be brought to bear on the environment. Only through study and mastery of human expression can the student achieve a deeper environmental understanding and communicate the nature of the relationship between man and his environment. Therefore, a compendium of language arts activities that focus on the environment is provided for elementary school teachers. The activities, suitable for grades 1 to 7, are presented in four sections titled: (1) listening; (2) vocabulary; (3) speech and dramatics; and (4) creative writing. Instructional strategies and recommended levels are provided for each activity. All activities are intended to be integrated into the regular school curriculum. (JN)

ED 247 110

SE 044 706

Chesapeake Bay: Introduction to an Ecosystem.

Environmental Protection Agency, Washington, D. C.; Maryland State Dept. of Education, Baltimore.

Pub Date—Jan 82

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ecology, Environmental Education, *Geology, *Marine Biology, Natural Resources, Physical Environment, Water, *Water Resources, Wildlife

Identifiers—*Chesapeake Bay, *Estuaries, Food Webs

The Chesapeake Bay is the largest estuary in the contiguous United States. The Bay and its tidal tributaries make up the Chesapeake Bay ecosystem. This document, which focuses of various aspects of this ecosystem, is divided into four major parts. The first part traces the geologic history of the Bay, describes the overall physical structure of the Bay proper, and covers important aspects of the entire watershed. The second part reviews the estuarine processes, describes characteristics and chemical properties of the Bay waters, and examines the composition and distribution of sediments. The third part examines major plant and animal populations living within the Bay itself, the communities in which they reside, and the ways in which they interact. The fourth part explains the production of carbon dioxide by plants and how organisms use carbon dioxide and other nutrients to make food. In addition, it explains how organic carbon used by plants is distributed through the various trophic levels. The future of the Bay is also briefly considered. Together, these parts are designed to provide an appreciation for the interactions between the land, water, and living creatures of the Chesapeake Bay. (JN)

ED 247 111

SE 044 707

Water Quality Instructional Resources Information System (IRIS). A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XVII.

Ohio State Univ., Columbus, Ohio. Information

Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date—Mar 84

Grant—T-901366010

Note—227p.; For additional supplements, see SE 044 739 and ED 244 792.

Available from—EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$12.00, \$4.00 ea.).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Citizen Participation, Environmental Education, Hazardous Materials, Indexes, Information Dissemination, *Instructional Materials, Pesticides, Postsecondary Education, Sludge, Technology, Waste Disposal, *Waste, Water, Water, Water Pollution, *Water Quality, *Water Resources, *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XVI. (JN)

ED 247 112

SE 044 708

DeVore, Richard N.

Factors Related to Preservice Elementary School Teachers' Science Process Skills.

Pub Date—Apr 84

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, *Dogmatism, Educational Background, *Elementary School Science, *Field Dependence-Independence, Higher Education, Logical Thinking, *Performance Factors, *Preservice Teacher Education, *Process Education, Science Education, Science Instruction

Identifiers—Science Education Research

Preservice elementary school teachers entering a science methods course have been found to differ widely in their command of science process skills. A study was undertaken to examine several variables suggested by the literature to be related to these skills. Forty-five preservice elementary school teachers (5 males and 40 females) were tested at the beginning of their science methods courses to determine their science process skills, field dependence-independence, dogmatism, propositional logic ability, background in science, and age. The data indicate that field-independent and open-minded individuals have significantly better command of process skills than do their more field-dependent and closed-minded counterparts, and that propositional logic ability and science background are not as strongly related to process skills as are the two cognitive styles. This study supports the assertion that certain cognitive makeup are associated with ability in science, and perhaps, reflects that the type of science to which most elementary science teachers are exposed does little to prepare them to understand or teach how science works. (Author/JN)

ED 247 113

SE 044 709

Cutcliffe, Stephen H. Goldman, Steven L. Science, Technology and the Liberal Arts: Report on a National Conference Held at Lehigh University (Bethlehem, Pennsylvania, April 1-3, 1984).

Pub Date—Apr 84

Note—30p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Science, *Course Content, *Curriculum Development, *Educational Objectives, Educational Trends, *Engineering, Engi-

neering Education, Higher Education, *Liberal Arts, Nonmajors, Science Curriculum, Science Education, Scientific Literacy, Technological Literacy, Undergraduate Study

Identifiers—*Engineering Curriculum, National Science Foundation, Science and Society

This conference was designed to provide information on the development and implementation of seven undergraduate science courses primarily for non-science majors at Lehigh University, to examine what ought to be the objectives of courses such as these in the liberal arts curriculum, and to describe parallel efforts with similar educational objectives at other institutions. The Lehigh courses, which are taught on a continuing basis by senior science and engineering faculty, include: (1) chemistry for the consumer (chemistry); (2) regulation of public safety (metallurgy and materials engineering); (3) the factory of the future (industrial engineering); (4) tall buildings and urban design (civil engineering); (5) computer modeling of our world (chemical engineering); (6) mineral deposits, economics, and world politics (geology); and (7) a course designed to serve as an introduction to engineering as a problem-solving discipline linked to applications of scientific research and to economic, political, and social interests in those applications. An opportunity was also provided during the conference to assess the state of a science and technology literacy movement that has been steadily growing in power and influence since the late 1970's and to examine issues related to the development and teaching of science and technology literacy courses. (JN)

ED 247 114

SE 044 710

DeRosa, William

NAAHE Special Report: An Annotated Bibliography of Research Relevant to Humane Education. National Association for the Advancement of Humane Education.

Pub Date—Aug 84

Note—14p.

Available from—NAAHE, Box 362, East Haddam, CT 06423.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animals, Attitude Change, Biology, Children's Literature, Educational Media, *Educational Research, Elementary Secondary Education, *Program Evaluation, Science Instruction, *Student Attitudes

Identifiers—*Anthropomorphism, *Humane Education

Entries in this annotated bibliography are presented in four sections. The first section includes studies which attempt to evaluate various approaches to humane education, providing educators with general guidelines on which of the approaches have been found to be the most and least effective for teaching young people about animals and animal welfare. The second section consists of various studies which have considered ways in which children and adults think and feel about animals, as well as the factors that influence their perceptions. The third section is devoted to studies on anthropomorphism, the attributing of human traits and motivations to non-human animals. The material cited considers such issues as the advantages and disadvantages of anthropomorphism in biology teaching, anthropomorphism in children's literature, and ways in which exposure to anthropomorphism affects children's attitudes toward and knowledge of animals. The final section focuses on the impact of the media in promoting humane values. Introductory comments on how this bibliography can be useful are included. (JN)

ED 247 115

SE 044 711

Majumdar, Shyamal K., Ed.

The Proceedings, Directory and Handbook of the National Association of Academies of Science 1983-84.

National Association of Academies of Science.

Pub Date—Sep 83

Note—150p.; Symposium: The Crises in Science and Mathematics Education: Perspectives from the National, State, and Local Levels held in conjunction with the 149th National meeting of the AAAS. Document contains several pages of marginal legibility.

Available from—Archivist, Ohio Academy of Science, 445 King Ave., Columbus, OH 43201 (\$15.00).

Pub Type—Collected Works - Proceedings (021) -

Reference Materials - Directories/Catalogs (132) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Educational Improvement, Educational Objectives, *Educational Trends, Elementary Secondary Education, *Federal Aid, Government Role, Higher Education, *Mathematics Education, Professional Associations, *Science Education, *Scientific Research, *Student Research, Teacher Education

Identifiers—National Science Foundation

Provided in this document are the proceedings of the 1983 annual meeting of the National Association of Academies of Sciences (NAAS), the NAAS handbook, and the NAAS directory. The proceedings also include papers presented at a symposium on the crisis in science and mathematics education, various NAAS reports, and abstracts of American Junior Academy of Science papers presented at the 1983 annual meeting of the American Association for the Advancement of Science. Symposium papers (each preceded by an abstract) are: "Federalism and its Impact on National Science Foundation (NSF) Grants and the Training of Teachers" (Ertle Thompson); "Science Crisis in Michigan: Myth or Reality" (Laurel Grotzinger); "Impact of the New Federalism at the State Level" (John McDermott), which addresses issues in Pennsylvania; "The Crisis in Science and Mathematics Education: How is Indiana Coping?" (Walter Cory); "The Crisis in Science Education: A Mississippi Perspective" (Dudley Peeler); "Goals for Science Education" (Anna Harrison); and an abstract of "The Crisis in Science Education: An Overview" (F. James Ruthenford). The directory lists member academies (by state), their officers, and their 1983-1984 activities. The handbook includes the NAAS constitution, by-laws, articles of incorporation, statement of NAAS purposes and activities, and other information. (JN)

ED 247 116

SE 044 712

Steen, Lynn Arthur

Improvement of Mathematics Education Using Information Technology.

Saint Olaf Coll., Northfield, MN. Dept. of Mathematics.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—SED8012463

Pub Date—[84]

Contract—NIE-1A-81003

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Computer Simulation, *Courseware, Data Collection, High Schools, Instructional Material Evaluation, *Material Development, Mathematical Models, *Mathematics Education, Mathematics Instruction, *Secondary School Mathematics

Identifiers—Mathematics Education Research, National Science Foundation, Number Theory

This project was designed to: (1) examine the use of the computer as a tool for simulation; (2) let students gather data, analyze hypotheses, and explore algorithms; and (3) explore the potential of high resolution graphics and large memory that will characterize the microcomputers of the 1980s. Prototypes for three different computer-based instructional units (each consisting of software, student guide, and teacher's guide) were developed. The prototypes were tested during their development in special workshops for high school students and teachers. A 15 minute videotape was also prepared to illustrate the design, use, and evaluation of these prototype materials. This report on the project includes discussions of project objectives; general software design; project evaluation; staff considerations; dissemination efforts; future plans; and budget considerations. Topic areas of the prototype software include: (1) queuing theory (simulation of data collection); (2) mathematical modeling (simulation of a bouncing ball); and (3) a series of mSim programs that provide the calculation tools for exploring elementary number theory. Findings (among others) indicate that students did not work well with lengthy or complex study guides and that more able students needed more open-ended suggestions for their own exploration. (Evaluation and budgetary summaries are provided in appendices.) (JN)

ED 247 117

SE 044 713

Richards, Adrian F. Richards, Efrasia A.
Global Survey and Analysis of Post-Graduate Curricula in Ocean Engineering. *Unesco Reports in Marine Science*.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—84

Note—153p.

Available from—Marine Information Centre, Division of Marine Sciences, UNESCO, Place de Fontenay, 75700 Paris (France).

Pub Type—Reports - Evaluative (142) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Curriculum, *Degree Requirements, *Degrees (Academic), *Foreign Countries, *Graduate Study, *Ocean Engineering, *Postsecondary Education, *Program Descriptions, *Surveys, *Undergraduate Study
Identifiers—*Engineering Curriculum, Naval Architecture

A global survey was conducted to: (1) determine what universities have ocean engineering curricula; (2) obtain information on the nature of these curricula; and (3) determine the similarity of curricula by noting the frequency of occurrence of specific courses or subjects. Results indicate that at least 97 academic institutions in 19 countries have ocean engineering postgraduate curricula. The top four countries having undergraduate and postgraduate curricula include the United States with 25 universities, the United Kingdom with 14, and Japan and China with 11 and 10 respectively. Ocean engineering, as exemplified by the curricula in the institutions surveyed, includes the subfields of harbor and coastal engineering, offshore engineering, marine technology, and the more traditional fields of naval architecture and marine engineering. There exists a definite similarity of subjects or courses included in most ocean engineering curricula. Although a number of institutions have postgraduate degrees in ocean engineering, most degrees are in one of the traditional engineering fields or undesignated by discipline. (The major portion of this document consists of a list of universities, by country, having postgraduate curricula in ocean engineering. Location, courses and degrees offered, degree requirements, and other information are provided for each entry.) (Author/JN)

ED 247 118

SE 044 714

Strickler, Mervin K., Jr.
Guidelines for Federal Aviation Administration Regional Aviation Education Coordinators and Aviation Education Facilitators.
Federal Aviation Administration (DOT), Washington, D.C.

Pub Date—Aug 83

Contract—DTFA01-83-Q-82331

Note—97p.

Pub Type—Reports - Descriptive (141) - Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Aerospace Education, *Course Content, *Educational History, *Elementary Secondary Education, *Federal Programs, *Guidelines, *Higher Education, *Instructional Materials, *Mathematics Education, *Program Implementation, *Science Education, *Workshops

Identifiers—*Aviation Education, *Federal Aviation Administration

This publication is designed to provide both policy guidance and examples of how to work with various constituencies in planning and carrying out appropriate Federal Aviation Administration (FAA) aviation education activities. Information is provided on the history of aerospace/aviation education, FAA educational materials, aerospace/aviation curricula, FAA responses to requests from schools and colleges, the California Governor's task force on aerospace/aviation education, educating and training aviation education facilitators, and other topics. Additional information in appendices includes: (1) the scope of aerospace education; (2) a list of aerospace course opportunities in various subject areas; (3) a guide to FAA aviation education supplementary materials (listing materials by curricular areas for primary, intermediate grade, and junior high school levels); (4) a description of Project Schoolflight (which promotes the building of aircraft in high schools, vocational schools, and universities); (5) information on Civil Air Patrol (CAP) aerospace education workshops; (6) list of airway science curriculum subject areas (with descriptions of the curricula); (7) a summary of the California governor's task force recommendations on aviation

education; (8) information and schedules related to aviation education workshops; and (9) a list of FAA, CAP, and National Aeronautics and Space Administration (NASA) regional offices. (JN)

ED 247 119

SE 044 715

Stone, Sally F.

Illinois Natural Heritage Conservation/Education Kit. Special Theme: "Remember These Precious Few." Illinois' Endangered and Threatened Plants and Animals.

Illinois State Board of Education, Springfield; Illinois State Dept. of Conservation, Springfield.

Pub Date—84

Note—84p.; For other titles in this series, see SE 044 716-718.

Available from—Department of Conservation, Forest Resources and National Heritage, 605 Stratton Office Building, Springfield, IL 62706.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Animals, *Biology, *Conservation (Environment), *Conservation Education, *Ecology, *Elementary Secondary Education, *Endangered Species, *Learning Activities, *Ornithology, *Physical Environment, *Science Education

Identifiers—*Illinois, *Plants (Botany)

This educational kit is designed to help teachers familiarize their students with the natural resources of Illinois. Materials in the kit are suitable for a wide range of grade levels and can be used in indoor and outdoor settings. These materials include a booklet and a set of 15 classroom activities. The booklet, written at an approximate fifth grade level, contains descriptions of 58 threatened and endangered plants and animals in Illinois. Information provided includes how and where the species lives and for what reasons it is facing the possibility of near or complete extinction in Illinois. The descriptions are arranged in sections according to the habitats in which the species are found. These habitats include: (1) prairie and open field; (2) forests; (3) wetlands and water; (4) dunes, cliffs, bluffs, and caves. Each section begins with a brief description of the physical characteristics of the habitat and the forces that in many cases are rendering habitats unsuitable for the species that depend upon them for survival. Instructional strategies and support information are provided for the 15 activities (which may be duplicated for student use). Activity topics include ecology studies, bird appreciation, a transect study, and others. (JN)

ED 247 120

SE 044 716

Stone, Sally F.

Illinois Natural Heritage Conservation/Education Kit II. Special Theme: Forest Ecology and Management.

Illinois State Board of Education, Springfield; Illinois State Dept. of Conservation, Springfield.

Pub Date—Mar 82

Note—49p.; For other titles in this series, see SE 044 715-718.

Available from—Department of Conservation, Forest Resources and National Heritage, 605 Stratton Office Building, Springfield, IL 62706.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Animals, *Biology, *Conservation (Environment), *Conservation Education, *Ecology, *Elementary Secondary Education, *Forestry, *Land Use, *Learning Activities, *Science Education, *Trees, *Wildlife

Identifiers—*Forests, *Illinois

This instructional guide contains 16 activities designed to help teachers familiarize their students with the forest resources of Illinois. Each activity is ready to be copied and given to students. Topics of the activities, which vary in format, include: an overview of past and present Illinois forests; organization and mechanics of a forest ecosystem; food webs; plant reproduction; forest shelters; mammal tracks; nutrient element cycling; ecological principles; life cycle of the flying squirrel; forest management; working as a forester; preparing a timber stand improvement plan; and land use planning. Although the materials are probably best suited for students in grades 4-8, most of the activities can easily be adjusted to match the skill level of nearly every primary and secondary grade. (JN)

ED 247 121

SE 044 717

Stone, Sally F.

Illinois Natural Heritage Conservation/Education Kit III. Special Theme: Prairie and Open Hab-

itats Ecology and Management.

Illinois State Board of Education, Springfield; Illinois State Dept. of Conservation, Springfield.

Pub Date—May 83

Note—63p.; For other titles in this series, see SE 044 715-718.

Available from—Department of Conservation, Forest Resources and National Heritage, 605 Stratton Office Building, Springfield, IL 62706.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animals, *Biology, *Conservation (Environment), *Conservation Education, *Ecology, *Elementary Secondary Education, *Endangered Species, *Learning Activities, *Plant Identification, *Science Education, *Wildlife, *Wildlife Management

Identifiers—*Illinois, *Prairies

This instructional guide contains 15 activities and exercises designed to help teachers familiarize their students with prairie and open habitat resources of Illinois. Each activity or exercise is ready to be copied and given to students. Activities include: (1) making a marsh hawk model; (2) building a prairie ecosystem; (3) investigating food chain links; (4) visiting a prairie (or an old field, pasture, grassy roadside, another open area if a prairie is not available); (5) working as a soil conservation specialist, wildlife manager, and conservation police officer; and (6) examining a fictional account taken from the journal of a young girl living and writing in modern day Illinois. The latter is recommended for all students because it provides a broad overview of Illinois' prairie heritage. Although the materials are probably best suited for students in grades 4-8, most of the activities can easily be adjusted to match the skill level of nearly every primary and secondary grade. A recommended list of appropriate exercises and portions of exercises/activities for grades K-12 and instructional strategies are included. (JN)

ED 247 122

SE 044 718

Stone, Sally F.

Illinois Natural Heritage Conservation/Education Kit IV. Special Theme: Wetland Ecology and Management.

Illinois State Board of Education, Springfield; Illinois State Dept. of Conservation, Springfield.

Pub Date—Mar 84

Note—66p.; For other titles in this series, see SE 044 715-717.

Available from—Department of Conservation, Forest Resources and National Heritage, 605 Stratton Office Building, Springfield, IL 62706.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animals, *Conservation (Environment), *Conservation Education, *Ecology, *Elementary Secondary Education, *Endangered Species, *Learning Activities, *Plant Identification, *Science Education, *Water Resources, *Wildlife

Identifiers—*Illinois, *Plants (Botany)

This instructional guide contains 19 activities and exercises designed to help teachers familiarize their students with the wetland resources of Illinois. Each activity or exercise is ready to be copied and given to students. They include: (1) making a largemouth bass model; (2) building a wetland ecosystem; (3) investigating problems that threaten wetlands; (4) working as a wetland manager; (5) visiting a wetland area; and (6) examining a fictional account taken from the journal of a young boy living and writing in modern day Illinois. The latter is recommended for all students because it provides a broad overview of Illinois' wetland heritage. Although the materials are probably best suited for students in grades 4-8, most of the activities can easily be adjusted to match the skill level of nearly every primary and secondary grade. A recommended list of appropriate exercises and portions of exercises/activities for grades K-12 and instructional strategies are included. (JN)

ED 247 123

SE 044 719

Schooler, Douglas K.

Microcomputer Telecommunication: Bringing Education Online for an Expanded Classroom.

Pub Date—22 May 84

Note—195p.; Appendix A was removed because of copyright restrictions.

Pub Type—Reports - Descriptive (141) - Reference Materials (130) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Databases, *Electronic Equipment, *Information Networks, *Information Services,

Microcomputers, *Online Systems, *Telecommunications, *Teleconferencing
Identifiers—Computer Networks, *Electronic Mail, *Modems

This document is designed as a comprehensive resource and guide for computer-using educators who wish to expand the scope and magnitude of their computer power through telecommunications. The major focus is on the microcomputer's ability to communicate with other microcomputers via telephone lines. Emphasis is placed upon information services and databases that are easily and economically feasible for both the professional educator and student to reach. Following an introduction, an in-depth discussion on the basic electronics underlying computer telecommunications is provided. Subsequent chapters are devoted to the educational uses of: (1) the CompuServe Information Service; (2) The Source; (3) Delphi; (4) Knowledge Index; (5) the Bibliographic Retrieval Service (BRS), focusing on BRS After/Dark; and (6) computerized bulletin board systems. Telephone numbers, addresses, and costs are included as they existed at the time of writing. Also included are many actual "screen dumps" (the actual contents of the monitor screen while online). In addition to describing the specific services available, topics of broad educational impact such as electronic mail and teleconferencing are discussed. (JN)

ED 247 124 SE 044 720

Oliver, J. Steve Anderson, Norman D.
Science Teaching as a Career Choice of Eighth Grade Students.

Pub Date—84

Note—11p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, New Orleans, LA, April 28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Careers, Grade 8, Influences, Junior High Schools, Race, Science Careers, Science Education, *Science Instruction, *Secondary School Science, Student Characteristics, *Teaching (Occupation)

Identifiers—Science Education Research

This research evaluated the desirability of science teaching as a career as rated by eighth grade students. An instrument was developed on which respondents placed their own choice of best and worst possible careers as endpoints on a 10 point scale. Forty-five additional careers, including careers in science teaching, science, and teaching of subjects other than science were then rated by the students with respect to the endpoints. Careers in teaching were generally rated low by the respondents with the exception of physical education and mathematics teaching. The respondent's race and educational aspirations were shown to have a significant relationship (0.05 level) with the ratings of some science teaching careers. Additionally, the relationship between the type of job held by the respondent's parents and the rating of science teaching was also significant in some cases. The most obvious result of this study was the verification that eighth grade students do not rate science teaching as a desirable career. Therefore, the shortage of science teachers seen will not likely diminish unless science teaching is made to be a more attractive career goal. (Author/JN)

ED 247 125 SE 044 721

Atchia, Michael, Ed.
Research in Community-Based Biological Education. 4 Case-Studies.

International Union of Biological Sciences. Commission for Biological Education.

Pub Date—Jun 82

Note—129p.

Available from—Copies may be obtained from: Dr. Michael Atchia, Mauritius Inst. of Education, Re-duit, Mauritius; or Prof. P. J. Kelly, Faculty of Educational Studies, The University, Southampton, SO9 5NH, United Kingdom.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Aging (Individuals), *Biology, Case Studies, *Community Development, *Developing Nations, *Environmental Education, *Health, Models, Physical Environment, Public Opinion, Science Curriculum, *Science Education

Identifiers—Environmental Education Research, *Science Education Research

Several case studies of research into the biological

needs of communities in developing countries were conducted and two strategies for relating biological education (in both formal and nonformal contexts) to community development were identified. Four of these case studies are presented. They are: (1) "From Biological Knowledge to Community Development" (Abraham Blum), in which a tentative model describing six factors of applying biological knowledge to community development is presented and illustrated in the case study; (2) "Concepts and Perceptions about the Environment of People in an Upland Community" (Dolores Hernandez); (3) "Concept of Health and Aging among Children of a Fishing Community" (Dolores Hernandez); and (4) "Assessment of Community Needs in Mauritius - The Gap between Commonly Believed and Actually Expressed Needs" (Michael Atchia). Each study includes background information, rationale, methodology, results, conclusions, and educational implications. The two strategies for community-based biological education are outlined in the introduction. There is an output model (in which biological knowledge possessed by a small human community is studied, with reference to how this knowledge is used in solving the community's needs) and an input model, which implies an input of biological knowledge into a community to achieve development under one or several aspects. (JN)

ED 247 126 SE 044 722

Careers in Airway Science.
Federal Aviation Administration (DOT), Washington, D.C.

Pub Date—Nov 83

Note—31p.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrators, *Careers, *College Curriculum, *Employment Opportunities, Higher Education, Paraprofessional Personnel, Secondary Education

Identifiers—Airway Science Curriculum, *Aviation Education, Federal Aviation Administration

The Federal Aviation Administration (FAA) has initiated the Airway Science curriculum as a method of preparing the next generation of aviation technicians and managers. This document: (1) discusses the FAA's role in the Airway Science program; (2) describes some of the career fields that FAA offers to Airway Science graduates (air traffic control specialist, computer specialist, electronics technician, and aviation safety inspector); (3) outlines the basic Airway Science curriculum; and (4) lists additional courses needed in five specialized fields. These fields (and the career or work area which individuals will be qualified for) include: science management (air traffic control specialist, air carrier manager, airport manager, general aviation operations manager); airway computer science (flight, navigation, communications, information processing); aircraft systems management (aviation safety inspector, professional pilot, flight operations manager); airway electronics systems (troubleshooting, maintenance, testing, development, electronics); and aviation maintenance management (maintenance, troubleshooting, aviation safety inspector). A list of colleges and universities participating in the Airway Science curriculum is provided. (JN)

ED 247 127 SE 044 723

Suydam, Marilyn N., Comp.
Dissertation Abstracts in Mathematics Education, 1983.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Aug 84

Note—117p.

Available from—SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 (\$5.00).

Pub Type—Reference Materials—Bibliographies (131)—Information Analyses (070)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Abstracts, Computation, Computers, *Doctoral Dissertations, Elementary Secondary Education, Learning Disabilities, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Postsecondary Education, *Problem Solving, Sex Differences, Student Attitudes, *Teacher Education, *Teaching Methods

Identifiers—*Mathematics Education Research

The dissertation abstracts in this compilation all appeared in "Dissertation Abstracts International" in 1983. The 300 dissertations cited in the annual listing of research in the July 1984 issue of the "Journal for Research in Mathematics Education" are included, as well as 55 dissertations which were located but could not be included in that issue. The abstracts are arranged alphabetically by author. A subject index (with dissertations arranged by author and school level within each subject area) is provided. Among the subject areas are: achievement; achievement related to intelligence; adult basic education; algebra; anxiety; attitudes; business mathematics; calculators; cognitive style; computers; content organization; counting and place value; decimals; drill and practice; enrichment; error analysis; estimation; fractions; geometry; grouping; historical developments; international comparisons; language; readability; and vocabulary; learning disabilities; logic and proof; low achievers; manipulative and other materials; measurement; nationality and race; parental background; physical, psychological, and/or social factors; Piagetian concepts; probability and statistics; problem-solving; remediation; sex differences; teaching methods; teacher education; test analysis; testing; textbooks; thought processes; time allotment; tutoring; and whole number computation (addition, subtraction, multiplication, and division). Information on ordering the dissertations is also provided. (JN)

ED 247 128 SE 044 724

Redden, Martha Ross, Ed. Stern, Virginia W., Ed.
Technology for Independent Living II: Issues in Technology for Daily Living, Education, and Employment. Proceedings of the 1981 Workshops on Science and Technology for the Handicapped.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-83-16; ISBN-87168-264-8

Pub Date—Dec 83

Grant—NSF-OPA7920290

Note—233p; Based upon group participation and presentations given at three regional workshops on Science and Technology for the Handicapped, convened by the American Association for the Advancement of Science (La Jolla, MO; Rochester, NY; Minneapolis, MN; 1981).

Available from—Project on the Handicapped in Science, American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036 (limited number available free of charge).

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), Chemistry, Computer Oriented Programs, *Daily Living Skills, Design Requirements, *Disabilities, Elementary Secondary Education, *Employment, Higher Education, Physical Mobility, Science Education, *Sensory Aids, *Technology, Visually Handicapped Mobility, Workshops

Identifiers—National Science Foundation

This book is based upon group participation and presentations given at three regional workshops on science and technology for the handicapped. The first workshop focused on issues in technology for daily living. Papers presented examined such areas as daily living technology for the disabled, psychological aspects of rehabilitation engineering, technology for recreation, and technology for the living environment. The second workshop addressed issues in technology for education. Papers presented considered such areas as low-budget ideas for the visually impaired in science, modifications of effective teaching of handicapped students, robotic manipulation aids in rehabilitation, computer-assisted lipreading for the deaf, and closed captioning of motion film for use on national television and for delayed broadcast by affiliates. The third workshop explored issues in technology for employment. Papers presented considered such topics as barrier free office design, factors in choosing technology for the job site, access to the total work environment, and innovations in adaptive equipment and job site modifications. A list of participants for the three workshops, workshop goals, and workshop agendas are included. (JN)

ED 247 129 SE 044 725

Morris, Robert, Ed.
Studies in Mathematics Education, Volume 3. The

Mathematical Education of Primary-School Teachers.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102141-9

Pub Date—84

Note—258p.

Available from—UNIPUB, 205 East 42nd Street, New York, NY 10017.

Pub Type—Reports - Research (143) — Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Calculators, *Classroom Environment, Computer Oriented Programs, Concept Formation, Educational Trends, Elementary Education, *Elementary School Mathematics, Evaluation Methods, Geometry, *Inservice Teacher Education, *Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Preservice Teacher Education, Teacher Evaluation Identifiers—Mathematics Education Research, Unesco

Recognizing that the teacher is the key to improving any mathematics program, this volume examines the responsibility of primary school teachers for the mathematics component of the curriculum and the implications thereof for teacher education. The first two chapters focus on the responsibilities of teachers of primary mathematics and contemporary trends. The third chapter discusses the importance of the student's everyday environment as a source of problems that command attention and as a framework within which mathematics can flourish. The fourth chapter considers what actually happens in the classroom. The fifth chapter focuses on implications of calculators and computers for primary school mathematics. The next four chapters are concerned with concepts, examining the origins of conceptual difficulties children experience in mathematics, aspects of visualization in teaching geometry, spatial ability and geometry teaching in Jamaica, and the working of story problems. The next five chapters are devoted to various aspects of pre- and in-service teacher education, including assessment strategies and a pre-service project in England. The last three chapters examine support programs, including the role of teacher associations, mathematics clubs in schools and colleges of education, and the work of the Institut de recherche sur l'enseignement des mathématiques (IREM) in France. (JN)

ED 247 130 SE 044 726

Developing Materials for Biology Teaching. Asian Programme of Educational Innovation for Development (APEID) Report of a Sub-Regional Workshop (Bangkok, Thailand, August 3-12, 1981).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—82

Note—35p.

Available from—UNIPUB, 205 East 42nd Street, New York, NY 10017.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, Curriculum Development, Ecology, Educational Trends, *Environmental Education, *Instructional Materials, *Material Development, Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Teacher Education, Teaching Guides, Units of Study Identifiers—Unesco

The major purposes of this workshop were to develop teaching and learning materials on certain selected key biology concepts relevant to environmental, genetic, and agricultural aspects, and to develop exemplary training materials on certain teacher competencies relating to laboratory and field techniques. Chapter One reports on the status and problems of biology education in India, Malaysia, Nepal, Pakistan, Sri Lanka, and Thailand. Topic areas considered are biology in the school curriculum (including biology content and curriculum development efforts), instructional and curriculum materials, teacher competencies, and teacher education. Chapter two considers new trends in biology education, such as a shift from teaching botany and zoology as separate subjects toward a unified course of life sciences. The contributions that biology can make toward environmental education programs and the design of instructional materials for stu-

dents and for teachers are also considered in light of the trends identified. Chapter three provides short descriptions of three teaching and training units. Topic areas of these materials include practical/laboratory techniques for teaching environmental factors, freshwater ecosystem and water pollution, the cell cycle, environmental biology utilizing field studies, types of variations, and the possibility of gamete formation in a dihybrid cross. (JN)

ED 247 131 SE 044 727

McGuire, Barry L. S. Holliday, William G. Carry-Over Effects of Focusing Postquestions Adjunct to Computer-Animated Graphics.

Calgary Univ. (Alberta). Dept. of Curriculum and Instruction.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attention, Cognitive Processes, *Computer Graphics, Computer Oriented Programs, Grade 8, Junior High Schools, Kinetic Molecular Theory, *Questioning Techniques, Science Education, Science Instruction, *Secondary School Science Identifiers—Science Education Research

Adjunct questions were inserted after each of 12 computer-animated graphics sequences shown to 160 eighth-grade science students. These sequences presented two relationships in a purely spatial fashion. Four randomly assigned treatment groups received questions targeting one of the two relationships (temperature or molecular motion) over all or part of the 12 sequences. A control group received placebo postquestions. Significant interactions among treatment groups and posttest items ("low-level" comprehension) were found for each targeted relationship. Furthermore, interactions were stronger for students receiving postquestions covering all sequences. These findings extend previous research to include spatial as well as textual media. (Author)

ED 247 132 SE 044 728

Baldwin, John H., Ed.

Crossroads, Society, and Technology: Proceedings of the Annual Conference of the National Association for Environmental Education (12th, Ypsilanti, Michigan, September 30-October 5, 1983).

National Association for Environmental Education, Troy, Ohio.

Pub Date—Apr 84

Note—191p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Citizen Participation, *Cultural Influences, *Economic Factors, Elementary Secondary Education, *Energy, *Environmental Education, Higher Education, International Programs, Social Influences, *Technology

Identifiers—*Environmental Education Research

The conference featured 10 keynote addresses, over 30 invited papers, 5 major symposia, 5 field trips, and 73 contributed papers. These proceedings contain two major sections. The first section presents 10 of the keynote addresses and invited papers, most of which relate to the larger cultural aspects of the conference theme, "Crossroads, Society, and Technology." The second section consists of the abstracts of the 73 contributed papers. These are either the long (1500 word) abstract submitted by the author or the short abstract taken from the conference program. An alphabetical index by author is also included. Each entry is cross-referenced by educational level(s) and subject area(s). Subject areas include: (1) environmental education and citizen action; (2) culture and technology; (3) energy; (4) the Great Lakes; (5) economic effects of technology; and (6) international aspects and other areas. (JN)

ED 247 133 SE 044 729

Factor, Lance Kooser, Robert G.

Acid Rain Materials for Classroom Use.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, DC. Ethics and Values in Science and Technology Program.

Pub Date—Jun 83

Grant—ISP-8210022

Note—48p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chemistry, *College Science, Environmental Education, Higher Education, High Schools, *Physical Environment, Science Education, *Secondary School Science

Identifiers—*Acid Rain, *Atmospheres, National Science Foundation

This booklet contains three separate papers suitable for use in an advanced high school or college chemistry course. The first paper provides background information on acids and bases. The second paper provides additional background information, focusing on certain aspects of atmospheric chemistry as it relates to the acid rain problem. An attempt was made to keep the material as simple as possible and to provide enough vocabulary to understand the arguments of the experts but not to overwhelm the student with the chemical details of the process. The third paper, which focuses on the acid rain controversy, consists of a number of exercises in a self-instructional format. The paper can be used either as a classroom activity in which students respond to the questions or as a model from which teachers can develop their own material either on acid rain or some other topic of interest. Several suggestions are offered if teachers decide to use the exercises in a classroom setting. In addition, a list of discussion questions to extend various exercises and questions posed in the textual material are included. (JN)

ED 247 134 SE 044 730

Kooser, Robert G. Factor, Lance

Cubes, Eight, and Dots: A Student's Guide to the Octet Rule and Its History.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, DC. Ethics and Values in Science and Technology Program.

Pub Date—Jun 83

Note—25p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chemical Bonding, *Chemistry, College Science, Higher Education, High Schools, Science Education, *Science History, *Secondary School Science

Identifiers—*Octet Rule

This exercise is designed to correct the impression of many students that scientific facts are unchanging. Every scientific fact has a history and its history shapes the form which the fact takes in a textbook. Thus, the history of the octet rule is traced to show that scientific knowledge is not a cast iron set of facts but rather a fluid body of information shaped by the people who use it for specific purposes. The exercise consists of a reading and a set of discussion questions. The questions can be answered by students or could form the basis for a class discussion about the issues raised. It is suggested that the exercise be used after the lesson on the octet rule and Lewis dot structures. (JN)

ED 247 135 SE 044 731

Aldrich, Michele. Comp. Leach, Alicia. Comp.

Associations and Committees of or for Women in Science, Engineering, Mathematics and Medicine.

American Association for the Advancement of Science, Washington, DC. Office of Opportunities in Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-84-6

Pub Date—May 84

Contract—SPI77-27279

Note—38p.

Available from—Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Committees, *Engineering, *Females, Higher Education, Linguistics, *Mathematics, *Medicine, *Professional Associations, Psychology, Science Education, *Sciences, Speech

Identifiers—National Science Foundation

Provided is a list of associations and committees of or for women in science, engineering, mathematics, and medicine. The list is organized by discipline, with cross-referencing to cognate specialties. The disciplines include: anthropology; astronomy; atmospheric sciences; biology; chemistry; computer sciences; earth sciences; energy; engineering; history

of science and technology; linguistics and speech; mathematics and statistics; medicine and health; physics; psychology and psychiatry; science; and social sciences. Geology and geography entries are listed under earth sciences, meteorology under atmospheric science, and science education under biology, mathematics, and physics. Each entry includes address, telephone number, contact person, the year founded, and (when applicable) information on dues, membership, chapters, publications, services, current activities, and future plans. An index of association, committee, and caucus names is included, with separate lists for women's committees and caucuses of scientific societies and for associations of and for women in science. (JN)

ED 247 136 SE 044 733

Comparing Coral Reef Survey Methods. Unesco Reports in Marine Science No. 21 Report of a Regional Unesco/UNEP Workshop on Coral Reef Survey Management and Assessment Methods in Asia and the Pacific (Phuket, Thailand, December 13-17, 1982).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date—84
Note—184p.

Available from—Marine Information Centre, Division of Marine Sciences, Unesco, Place de Fontenay, 75700 Paris, France.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, Ecology, Higher Education, *Marine Biology, *Scientific Methodology, *Scientific Research, Workshops
Identifiers—Asia, *Coral Reefs, Pacific Region, Unesco

This report includes nine papers prepared for a workshop on coral reef survey management and assessment methods in Asia and the Pacific. The papers are: "A Contrast in Methodologies between Surveying and Testing" (Charles Birkeland); "Coral Reef Survey Methods in the Andaman Sea" (Hansa Chansang); "A Review of Coral Reef Survey and Management Methods in Singapore" (L. M. Chou); "Coral Reef Assessment and Management Methodologies Currently Used in Malaysia" (M. W. R. N. De Silva); "Survey of Philippine Coral Reef using Transect and Quadrat Techniques" (E. D. Gomez and A. C. Alcalá); "Problems in the Study of Coral Communities" (Suraphol Sundara and Anond Snidvongs); "A Review of Coral Reef Survey and Assessment Methods Currently in Use in Indonesia" (Sukarno); "Parad Survey Techniques to Determine Distribution and Structure of Coral Communities" (J. R. E. Harger); and "Large Area Surveys of Coral Reefs" (R. A. Kenchington). In addition, an overview "Sources and Destinations of Nutrients in Coral Reef Systems" (Charles Birkeland) and an outline of survey goals and conclusions regarding the general applicability of methods to differing objectives are included. Formal recommendations concerning limitation of trade in corals, future harmonization of general survey methods, and formation of an organizational structure to facilitate international work on coral reef problems are developed. (JN)

ED 247 137 SE 044 734

Leinhardt, Gaea Smith, Donald
Expertise in Mathematics Instruction: Subject Matter Knowledge.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Jun 84

Note—53p.; Paper presented at the American Educational Research Association Meeting (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Elementary School Mathematics, *Fractions, Intermediate Grades, *Knowledge Level, Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, Teacher Behavior

Identifiers—*Mathematics Education Research

The relationship between expert teachers' classroom behavior and their subject matter knowledge is an area of research that has not been examined extensively. To begin that study, one topic, fraction

knowledge, was explored in depth as it occurred in natural teaching settings. Fractions are one of the more difficult topics in elementary arithmetic; much of this difficulty is attributable to the complex relationships among the meanings and representations of fractions and basic arithmetic operations. Despite these difficulties associated with fractions, many teachers are quite proficient at teaching children to perform operations with fractions. The content and organization of expert teachers' knowledge of fractions was investigated using interviews, card sorting tasks, and transcriptions of videotaped lessons. Semantic networks that reflected their knowledge of fractions were developed for individual teachers. Comparisons of these semantic networks showed that there were wide disparities among the knowledge of expert teachers. Some teachers displayed relatively rich conceptual knowledge of fractions while others relied upon precise knowledge of algorithms. Implications of these knowledge differences are discussed. (Author/JN)

ED 247 138 SE 044 735

Instrumentation Needs of Academic Departments of Chemistry: A Survey Study. Report of a Joint Task Force of the Committee on Science and Committee on Chemistry and Public Affairs.

American Chemical Society, Washington, D.C.

Pub Date—Apr 84

Note—44p.

Available from—Copies of the Report are available by writing to Justin Collat, Director, American Chemical Society, Membership Division, 1155 Sixteenth Street, N.W., Washington, DC 20036.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chemical Engineering, *Chemistry, *Equipment Evaluation, Higher Education, *Instrumentation, *Laboratory Equipment, *Obsolescence, Science Departments, Science Education, *Science Equipment

A questionnaire was mailed to 50 major chemistry departments, 112 smaller chemistry departments, and 25 chemical engineering (CE) departments. The survey (included in an appendix) consists of a series of questions on two broad subjects—the current inventory at the surveyed institutions and the needs for instrumentation. Responses were received from 32 major and 71 smaller chemistry departments, and 13 CE departments. (Due to the low response rate from the CE departments, data on these departments does not form part of this report.) Among the findings reported are those indicating that: (1) the median value of on-hand instrumentation at major institutions was \$3.3 million while at smaller institutions the median was \$104,000; (2) the instruments most commonly mentioned as being either on-hand or most needed are gas and liquid chromatographs, infrared and ultraviolet-visible spectrophotometers, and nuclear magnetic resonance (NMR), mass, and atomic absorption spectrometers; (3) 15 percent of the instrumentation is not fully operational at smaller chemistry departments and 9 percent at major ones; and (4) NMR instrumentation is needed by most of the chemistry departments. One recommendation noted is that funding agencies should enlarge support for instrumentation purchases, for both research and instruction. (JN)

ED 247 139 SE 044 736

Schewe, Phillip F., Ed.
Physics News in 1983.

American Inst. of Physics, New York, N.Y.

Report No.—R-310

Pub Date—Nov 83

Note—161p.

Available from—Distributed by the Public Information Division, American Institute of Physics, 335 East 45 Street, New York, NY 10017 (\$5.00 prepaid; \$3.00 for orders of 10 copies or more; \$2.00 for orders of 100 or more).

Pub Type—Reports - Research (143) — Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acoustics, Awards, *Biophysics, *Crystallography, Elementary Secondary Education, Higher Education, Mass Media, *Nuclear Physics, *Optics, *Physics, *Science Education

Identifiers—*Astrophysics, Nobel Prizes

Information is provided on some of the interesting and newsworthy developments in physics and its related fields during 1983. Areas considered in-

clude: (1) acoustics; (2) astrophysics; (3) condensed matter physics; (4) crystallography; (5) physics education; (6) electron and atomic physics; (7) elementary particle physics; (8) fluid dynamics; (9) medical physics and biophysics; (10) nuclear physics; (11) optics; and (12) plasma and fusion physics. Comments on the 1983 Nobel prize in physics (jointly awarded to Subrahmanyan Chandrasekhar and William A. Fowler for work relating to the evolution of stars), a list of American Institute of Physics and member society awards, medal, and prize recipients for 1983 (with a brief comment on the major contribution of each recipient), and a subject index are included. (JN)

ED 247 140 SE 044 737

Likely, Audrey Kalson, David

Physics Goes Public.

American Inst. of Physics, New York, N.Y.

Report No.—R-229

Pub Date—Feb 81

Note—41p.

Available from—Copies may be obtained from the Public Information Division, American Institute of Physics, 335 East 45th Street, New York, NY 10017 (single copies \$1.25 each prepaid; 10 or more copies \$1.00 each prepaid).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, Communication (Thought Transfer), *Conferences, Guidelines, Headlines, Higher Education, Information Dissemination, *News Media, *News Writing, *Physics, *Publicity

Identifiers—Press Conferences, *Press Releases

This pamphlet provides American Institute of Physics (AIP) member society officers with information on science public information (PI), particularly those officers of scientific organizations and universities located in smaller communities where it may be hard to get direct assistance from centralized PI offices. Chapter I provides some general guidelines, including what kinds of material to supply to media people. Chapter II discusses the news release, considering the quality of releases and how the form of a release sent to the print media might differ from the form used for a radio station or network, or a television station or network. Chapter III offers suggestions on preparing for and conducting a news conference. Chapter IV is addressed to the individual who seeks publicity for a new research development. Suggestions for notifying the media and speaking on television are offered. Chapter V is addressed to the individual scientist or expert who is approached by the local media. Additional comments on television coverage, the role of PI offices when media approach scientists, and comments on establishing ground rules are provided. Chapter VI presents a list of "don'ts" covering faults which editors complain of most frequently. Sample news releases are included in appendices. (JN)

ED 247 141 SE 044 738

State of the Environment: An Assessment at Mid-Decade.

Conservation Foundation, Washington, D.C.

Report No.—ISBN-0-81964-084-3

Pub Date—6 Jun 84

Note—619p.

Available from—The Conservation Foundation, 1717 Massachusetts Avenue, N.W., Washington, DC 20036 (\$16.00 paper back).

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Factors, Energy, *Federal State Relationship, Government Role, *Hazardous Materials, Land Use, *Natural Resources, *Physical Environment, *Pollution, Population Growth, Recreation, Toxicology, Wastes, Water Quality, Water Resources, Wildlife

Identifiers—*Environmental Policy, *Risk Assessment

This report is divided into two parts. The three chapters in part I describe environmental conditions and trends. Chapter 1 deals with underlying trends, primarily population growth and economic factors. Chapter 2 covers environmental contaminants, including toxic substances, hazardous waste, air and water pollutants, and overall waste production. Chapter 3 deals primarily with natural resources, examining water, land (including cropland, forestland, rangeland, wildlands, and critical areas), wildlife, energy, and recreation. The five chapters in

part 2 analyze several long-range issues that cut across the traditional categories used to describe environmental problems. Chapter 4 reports on several studies that have tried to identify future environmental problems and discusses the factors that are relevant for establishing priorities among these problems. Chapter 5 explains the methodology used in assessing environmental risks, focusing primarily on the analysis of chemicals in the environment. Chapter 6 analyzes the extent to which toxic substances move from air to water to land and the policy implications of such movement. Chapter 7 covers water quality and water quantity problems, the interrelationships between them, and issues related to the management of this vital resource. Chapter 8 explores the relationship between the federal government and the states in implementing environmental policies. (JN)

ED 247 142 SE 044 739
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Includes May 1979 edition and Supplements 1-15.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Aug 84

Note—2,409p; For additional supplements, see ED 244 792 and SE 044 707.

Available from—EPA Instructional Resources Center, 1200 Chambers Rd., Room 310, Columbus, OH 43212 (\$65.00 without binder; \$75.00 with binder).

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Citizen Participation, Environmental Education, Hazardous Materials, indexes, Information Dissemination, *Instructional Materials, Pesticides, Postsecondary Education, Sludge, Technology, Waste Disposal, Wastes, *Waste Water, *Water Quality, *Water Resources, Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracts/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication includes the May 1979 edition of "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" and IRIS Supplements I-XV. Resumes, title index, author index, and subject index are provided in separate sections. (JN)

ED 247 143 SE 044 741

Barrow, Lloyd H.

Unit Box—An Up Date Approach for the 1980's.

Pub Date—82

Note—19p; Paper presented at the National Science Teachers Association Convention (Chicago, IL, April 5, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Science, Inquiry, Manipulative Materials, *Material Development, *Preservice Teacher Education, Science Education, *Science Instruction, *Teacher Developed Materials, *Units of Study

Identifiers—*Unit Boxes
 The unit box concept is an inquiry-oriented unit of instruction which helps preservice students develop teachable science units based on commercially available teaching guides. The unit box (which utilizes appropriate concrete materials to encourage hands-on learning for elementary students) contains everything needed to teach a specific unit, including the hardware, supportive software, media, and manipulative materials. There are 16 components of a unit box. They include: one or more manipulative-oriented teaching guide(s); manipulative materials; behavioral objectives; letter to parent(s)/guardian(s) to introduce the unit; set(s) of

record sheets used during the unit; optional commercial audiovisual aids and related materials; optional overhead transparencies; trade books at the appropriate level; background information for the teacher; sources of potential human and/or material resources; optional vocabulary cards/games; evaluation procedures; bulletin board plans; task cards for poor readers; instructional materials; and a large sturdy box to contain the previous items. Information on each of the unit box components and on the preparation of the boxes by preservice elementary teachers is provided. (JN)

ED 247 144 SE 044 742

Capriello, Jane E. O'Neil, Karen E.

Energy: Sources and Issues. Science Syllabus for

Middle and Junior High Schools. Block I.

New York State Education Dept., Albany.

Report No.—83-9519

Pub Date—84

Note—145p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Alternative Energy Sources, *Course Descriptions, Elementary School Science, *Energy, *Energy Conservation, Intermediate Grades, Junior High Schools, *Learning Activities, Science Activities, Science Education, *Secondary School Science

Identifiers—*Energy Education, *Energy Sources
 This syllabus provides a list of concepts and understandings related to four areas of energy. They are: (1) the nature of energy (an energy definition, basic categories of energy, forms of energy, laws of energy conversion, and measuring energy); (2) energy sources of the past and present (history of energy use and present major sources of energy); (3) aspects of energy problems in the United States (patterns of consumption, aspects of increasing energy demand, aspects of decreasing energy supply, and implications of an energy imbalance); and (4) approaches to energy problems (conservation and energy alternatives). Listed along with the concepts and understandings are recommended learning activities (provided in an appendix) and, when applicable, reference to resources found in another appendix. These resources include such material as energy unit conversions and a list of oil-based products. Also included in the syllabus is a list of science processes (keyed to the learning activities), a list of program objectives and performance criteria for each of the four energy areas, and a list of references. (JN)

ED 247 145 SE 044 743

Federal R&D Funding: The 1975-85 Decade.

National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.

Report No.—NSF-640

Pub Date—Mar 84

Note—35p.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Colleges, Expenditures, *Federal Aid, *Federal Programs, Higher Education, Industry, National Defense, *Research and Development, *Universities

Identifiers—Gross National Product, National Science Foundation

This report on federal research and development (R&D) funding has been prepared to meet the need for timely updated data following release of President Reagan's 1985 budget request. These data are presented in tabular and graphic format for three areas: (1) national R&D effort (national R&D expenditures and R&D as a percent of the gross national product—GNP); (2) federal R&D funds (total R&D obligations, R&D obligations by agency, R&D obligations by character of work, basic research by agency, applied research by agency, development by agency, defense and nondefense R&D, defense R&D, defense R&D by character of work, and non-defense R&D by character of work); and (3) federal R&D obligations to universities and colleges (total R&D obligations, R&D obligations by agency, basic research obligations, and basic research obligations by agency). Each table and graph is accompanied by a brief note highlighting the data contained therein. Since data for 1985 are based upon the President's budget request, congressional action could affect funding levels reported here. (JN)

ED 247 146

Greene, James G.

SE 044 744

Forms of Understanding in Mathematical Problem Solving.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—1984/26

Pub Date—84

Contract—N00014-79-C-0215

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Educational Research, *Geometry, Higher Education, Interviews, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Proof (Mathematics), Psychological Studies, Secondary Education, *Secondary School Mathematics

Identifiers—*Mathematics Education Research, Meaningful Instruction

In the research described in this document, the goal was to develop definite theoretical characterizations of understanding in a specific domain of problems. Some performance that provides persuasive evidence of understanding was chosen, and hypotheses about cognitive structures and processes that cause the performance to occur were developed. Performance was analyzed on two tasks in high school geometry, developing proofs and checking proofs. For developing proofs, thinking-aloud protocols were obtained from six students who were interviewed approximately once a week during the year they studied geometry. Proof-checking problems were given to 15 different students during interviews in November and May, and a group of 15 college students also were given instruction on proof checking to ascertain whether it could be acquired. Two characterizations of knowledge that can be adopted as objectives of instruction resulted, one on structural understanding and one in understanding the principle of deductive consequence. (MNS)

ED 247 147 SE 044 746

Chaikin, Seth. Lessgold, Sharon B.

Prealgebra Students' Knowledge of Algebraic Tasks with Arithmetic Expressions.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—UPITT/LRDC/ONR/APS-16

Pub Date—Jul 84

Contract—N00014-79-C-0215

Note—94p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Algebra, *Arithmetic, *Cognitive Processes, Educational Research, Elementary Education, *Elementary School Mathematics, *Error Patterns, Grade 6, Grade 8, Interviews, Mathematics Curriculum, *Mathematics Instruction, Middle Schools, Transformations (Mathematics)

Identifiers—*Mathematics Education Research, *Number Patterns

Knowledge about the structure of arithmetic expressions enables people to reason effectively about such expressions, including an ability to judge equivalence under transformations. This paper reports an empirical study of six middle-school children who judged the equivalence of three sets of three-term arithmetic expressions with an addition and a subtraction operator. Analyses of thinking-aloud protocols on this task reveal that the students (a) use several different methods to parse and judge the equivalence of such expressions, (b) sometimes use a different parsing or judging method with the same expression, depending on which expression it is compared against, and (c) are able to work with different conceptual interpretations of expressions. Additional results are provided about specific errors that were made and trends in the students' application of these methods. The results are discussed briefly along with three comments on their educational implications. (Author)

ED 247 148

SE 044 774

Holdzkorn, David, Ed. Lutz, Pamela B., Ed.

Research Within Reach: Science Education. A Research-Guided Response to the Concerns of Educators.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—[84]

Note—291p.; Draft. Produced by the Research and
Development Interpretation Service.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Curriculum
Development, *Educational Objectives, Elementary
Secondary Education, Evaluation, Higher
Education, *Learning, Microcomputers, *Science
Course Improvement Projects, Science Curriculum,
*Science Education, *Science Instruction,
Student Attitudes, Teacher Education, *Teaching
Methods

Identifiers—Cognitive Psychology, *Science Education
Research

This document consists of four sections. The first section includes two chapters which discuss the curriculum development projects of the 1960s and the goals of science education. The second section includes chapters which provide information about instructional strategies and systems, evaluation, the integration of science and other school subjects, and microcomputers. Chapters in the third section focus on how science education is influenced by the values, goals, and norms of the school, home, and community and indicate that these values and goals also influence the education of science teachers. Each chapter begins with one or more questions posed by a teacher and is followed by a discussion of research and practice related to the question(s) with examples and implications for teachers and classrooms, a summary, and a list of references. The two chapters in the fourth section do not follow the format of other chapters; they are "perspective" papers which examine: (1) the characteristics associated with science and scientists and how these characteristics relate to science learners, and (2) recent research by cognitive psychologists. The methodology used to generate the questions for this study and a master bibliography of all references cited are included. (JN)

SO

ED 247 149 SO 014 856

Understanding Our Cultural Diversity: A Theme
Guide to K-12 Curricular Resources, Activities,
and Processes.

Bay Area Global Education Program, Stanford, CA.
Spons Agency—Department of Education, Washington, DC.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—83

Note—70p.; Funding also received from Columbia,
Cowell, Gerbode, Hewlett, and Johnson Foundations,
the Levi-Strauss Corporation, and the San Francisco, San Mateo, and Santa Clara Community
Foundations.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Cross Cultural
Studies, Cultural Awareness, Cultural Pluralism,
Elementary Secondary Education, Ethnic Studies,
*Global Approach, Instructional Materials,
Interdisciplinary Approach, Learning Activities,
*Multicultural Education, Resources, Self
Concept, Skill Development, Stereotypes, Teaching
Methods, World Affairs

Presented in matrix form, this guide presents sample activities and resources for teaching cross-cultural studies and global education in a variety of content areas in the K-12 curriculum. Five goals are presented: to develop increased self-awareness and a positive self-concept among students of all ethnic groups; to develop an understanding and appreciation of the linguistic and cultural pluralism of the United States; to develop an understanding of image formation and stereotyping and their impact on individual and group dynamics; to recognize the commonalities shared by all human beings; and to create an awareness of how world events affecting a root culture also affect ethnic groups in the United States. For each of these goals, a matrix presents a content focus; sample activities for grade levels K-3, 4-6, 7-8, and 9-12; skills; and resources. Topics covered in these lessons are self-concept, ethnic and national heritage, the significance of names, social roles, national games, folk tales, interdependence, and special education. A 6-page resource list appears at the end of the guide. Ten sample lesson

plans are also included. (LP)

ED 247 150 SO 015 131

Hylar, Eric Hylar, Linda

Lifestyles: Past, Present, Future. A Unit to Integrate Economics in the Junior High Classroom.

Pub Date—81

Note—69p.; Paper presented at Perry Middle School. Paper prepared for the International Paper Company Foundation's 20th Annual National Awards Program for the Teaching of Economics (1981-1982). For related documents, see ED 239 934-937 and ED 238 749-762.

Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).

Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgets, Community Study, Computer Assisted Instruction, Consumer Education, Costs, Economic Factors, *Economics Education, Futures (of Society), History, Income, Inflation (Economics), Instructional Materials, Interdisciplinary Approach, Junior High Schools, Learning Activities, *Life Style, Money Management, Simulation, Teacher Developed Materials, Units of Study

Designed as a 4-9 week cumulative unit on economics for junior high school classes, this award-winning program introduces students to the economic bases of past, present, and future American lifestyles. Following introductory information on the authors, rationale, and objectives, a suggested 6-week lesson plan is presented designed to help teachers organize activities and materials. This is followed by a list of 7 enrichment activities and 16 student projects that provide opportunities for applying knowledge learned through the unit. The remainder of the material contains lessons and student activities. Examples of activities are: differentiating between luxury and necessity, acquiring vocabulary, examining how times have changed, comparing inflation in three time periods, discovering economic implications in words to songs, and exploring one's town. The focal point of the unit is a computer game, "The Budget Balance Challenge," which provides students with a simulated experience of economic living in our society. Students learn to recognize and re-evaluate wants, make economic trade-offs, and understand how personal values and habits influence the economic framework of society. Teacher answer keys are provided for all relevant activities. An appendix contains answer keys and additional activities. (LP)

ED 247 151 SO 015 449

Acker, Joan

Gender and the Construction of Class.

Pub Date—83

Note—31p.; Paper presented at the Annual American Sociological Association Meeting (Detroit, MI, August 31-September 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Capitalism, Employed Women, Equal Opportunities (Jobs), Females, Labor Force, Males, Marxian Analysis, *Sex, Sex Bias, Sex Discrimination, Sexuality, *Social Class, *Social Structure, Sociology, Wages

Identifiers—Ideology
Only by recognizing that class is not gender neutral can the processes of class formation and reproduction be understood. Class is defined as a process in which human beings take an active part, rather than a structure of categories into which individuals may be inserted. Gender organizes or structures class in many different ways. For example, capitalist class structures have always been divided by gender through the sexual division of labor in both paid and unpaid labor. Wages are also gendered. In every wage-based society women earn less than men, and women's jobs have lower wages than men's jobs. Images of work and labor are intertwined with images of gender and sexuality in ideologies that support the class structure. These ideas become incorporated, in the process of experience, in core images of the self that then inform further action, becoming part of the complex process of maintaining class structures. In the same process, gender inequalities are also reproduced. A gendered conception of class provides a better understanding of women's economic situation than does a theoretical approach that separates the problems of class oppression and sex oppression. (RM)

ED 247 152 SO 015 651

Gandhi: A U.S. Committee for UNICEF Educational Awareness Program.

United Nations Children's Fund, New York, N.Y.
Pub Date—83

Note—52p.; Printed in colored ink on colored paper.

Available from—Group Programs Department, U.S. Committee for UNICEF, 331 East 38th St., New York, NY 10016 (free).

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biographies, Community Education, *Developing Nations, Education, Elementary Secondary Education, Females, Health, Hunger, Instructional Materials, Learning Activities, Philosophy, Social History, Technology, Units of Study, Workshops, *World Problems

Identifiers—Bangladesh, *Gandhi (Mahatma), India, Pakistan, *UNICEF, *United Nations
Designed for use by school and community groups, this kit is divided into three parts. The "Source Book," the core of the program, provides background information on Gandhi, details on the links between Mahatma Gandhi and UNICEF, and a comprehensive bibliography to facilitate further research. Separate one-page readings relate Gandhi's views on health, sanitation, nutrition, women, education, technology, and community to UNICEF case studies. Additional short readings focus on Gandhi's philosophy of nonviolence, women's rights, and UNICEF activities in Pakistan, India, and Bangladesh. An activity guide and accompanying activity sheets complement the sourcebook and offer specific suggestions for organizing and executing group activities. Examples of activities are role plays, hunger awareness exercises, family activities, riddles and puzzles, an international festival, and a feast or famine banquet. Additional information sheets include tips on organizing workshops, recipes for foods of India, an eight-page reading which places Gandhi's life in the context of world events, and a program questionnaire. (LP)

ED 247 153 SO 015 700

Sobeih, Nabil Ahmed Amer

Economic Priorities and Education in Developing Africa with Special Reference to Egypt: A Comparative Analysis.

Pub Date—83

Note—59p.; Paper presented at the Triennial World Conference on Education of the World Council for Curriculum and Instruction (4th, Alberta, Edmonton, Canada, July 26- August 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Developed Nations, *Developing Nations, *Economic Development, Economic Progress, *Educational Development, Educational Economics, Educational Policy, Models, Productivity

Identifiers—*Africa

This examination of implications of African economic conditions for educational policy considers problems which arise in the attempt to relate economic circumstances to education. The first of three parts compares product levels of about 50 African countries with selected developed countries and a number of developing countries outside Africa, examines economic progress in recent years, and judges present African circumstances in terms of the income level and market size of Canada in 1870. Such comparisons were designed to help identify a group of African countries with common characteristics and problems using three related criteria: low income level, small market size, and unfavorable economic structure. Part 2 discusses the significance of education and skill development in Africa from an economic point of view. Implications of a development model formulated by Chenery and Strout are reviewed and inadequacies of Africa's educational system are outlined. Part 3 examines important questions of choice which arise in the determination of economic and educational priorities in low income countries. Specific attention is given to education as an economic priority, to priorities within the educational system itself, and to kinds of education which should be offered. (LH)

ED 247 154 SO 015 702

Johnson, Gary R.

Society and Culture: Systems Definitions for an

Alternative Social Science Paradigm.

Pub Date—Nov 83

Note—64p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 17-20, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Definitions, *Fundamental Concepts, *Models, Scientific Concepts, Scientific Principles, Social Science Research, *Social Sciences, Systems Approach

Identifiers—Society

Two basic concepts of the social sciences—society and culture—are analyzed and new definitions are proposed. Concepts are the basic building blocks of scientific theory. A science with poor concepts will, therefore, be incapable of producing powerful scientific theory. When commonly used social science definitions of society and culture are evaluated according to standard rules for the formulation of definitions, they are found to be fundamentally unsound as scientific definitions. Because the very foundations of the discipline have been poorly constructed, the social sciences have failed to develop elegant scientific theories. The old concepts must be replaced with a set of firmer concepts. Working from a base definition of system, definitions for society and culture are reformulated. Related concepts are also redefined. The new definitions are proposed as foundations for an alternative social science paradigm. (Author/RM)

ED 247 155

SO 015 734

Moore, Melinda Olsen, Laurie

Our Future at Stake: A Teenager's Guide to**Stopping the Nuclear Arms Race.**

Citizens Policy Center, Oakland, CA.

Report No.—ISBN-0-86571-053-8

Pub Date—20 Aug 84

Note—69p.; Photographs may not reproduce clearly.

Available from—New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA 19143 (hardcover, \$19.95; paperback, \$6.95; quantity discounts available).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Advocacy, Citizen Participation, Civil Disobedience, Demonstrations (Civil), *Disarmament, Dissent, Employment, Foreign Policy, *Futures (of Society), Human Resources, Instructional Materials, Mass Media, *Nuclear Warfare, *Peace, Program Descriptions, Resource Materials, Secondary Education, Self Expression, *Social Action, Social Change, Voting, War, World Problems

Identifiers—USSR

Intended to encourage young people to take part in the dialogue about nuclear weapons and become active on nuclear issues, this guide talks about nuclear weapons and what people can do to stop the threat of nuclear war. There are two major sections. The first section, "The Problem," contains background readings on nuclear issues. Discussed are how the nuclear arms race started, why people think we need nuclear weapons for national security, the cost of the arms race, and arms control. The second section, "What Can I Do?" discusses how to educate and organize others; take part in marches, rallies, and demonstrations; use voting power; make government listen by lobbying, writing, and calling; influence the media; and improve self-expression. The appendices provide a chronology of U.S.-USSR relations; key dates in disarmament; a sample press release; a list of advocacy and resource organizations, government agencies, and classroom curriculum materials; and a description of youth policy projects of the Citizens Policy Center. (RM)

ED 247 156

SO 015 744

Mitra, Shib K.

Educational Research: A Perspective. Occasional Paper 05/84.

National Inst. for Educational Research, Tokyo (Japan).

Pub Date—May 84

Note—15p.; Paper presented at the Regional Seminar for Training of Young Educational Researchers (Tokyo, Japan, October 22 - November 5, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational History, *Educational

Research, *Educational Trends, Epistemology, Learning Processes, Literature Reviews, *Models, Outcomes of Education, *Research Needs, Social Influences, Teacher Behavior, Teacher Effectiveness, Trend Analysis

Based on an analysis of the trends in educational research, the paper presents a conceptual model, general trends, and areas of need in educational research. Following an introduction, a conceptual model is presented which helps readers visualize three sets of variables. Set 1 variables center around the educational influences of social class, home, school, and curriculum. Set 2 variables focus on the child's developmental stages and processes of learning, and set 3 variables deal with learning outcomes. In addition, a distinction is made between micro- and macro-level problems of teaching and learning. Next, trends of educational research are discussed. Major areas of research at the beginning of this century are related to the conceptual model and to current trends in research. Current trends include an increase in the study of complex interactions between social variables, learning processes, and outcomes; teaching processes, teacher behavior, and teacher effectiveness; individual differences (particularly those between underachievers and talented students); and measurement and evaluation of learning outcomes. There has also been an increase in methodological sophistication and input by other disciplines. Finally, major areas of need in educational research are identified, including the need to further understand social, cultural, and historical influences; consider non-cognitive learning outcomes; conduct more longitudinal studies; encourage greater communication of research findings; and keep pace with methodological and technical developments in research. (LH)

ED 247 157

SO 015 747

Banks, James A.

An Exploratory Study of Assimilation, Pluralism, and Marginality: Black Families in Predominantly White Suburbs.

Spons. Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Apr 84

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *Biculturalism, *Black Attitudes, Blacks, Cultural Interrelationships, *Cultural Pluralism, Ethnic Relations, Sociocultural Patterns, *Suburban Environment, Whites

Identifiers—Marginality

The major purpose of this exploratory study was to determine the extent to which black families living in predominantly white suburban communities were bicultural in their beliefs, attitudes, and behavior. Subjects included 111 individuals from 64 black families living in 9 white suburban communities of a large metropolitan region in the Pacific Northwest. Families completed questionnaires and scales were developed to measure assimilation, pluralism, and marginality. Items in one group of variables—school attitudes, neighborhood attitudes, structural assimilation, and school participation—were conceptualized as assimilationist attitudes and behaviors. Items in another group—pluralist beliefs, uneasiness with whites, anxiety, pluralist behavior total, and the presence of other black and white individuals in an individual's life—were conceptualized as indicators of pluralist attitudes and behaviors. While this study indicated that most of the subjects valued their interactions with both blacks and whites and tried to live bicultural lives, results also show that the more positive subjects felt about blacks and the more active they were in the black community, the more negative they felt toward predominantly white institutions. Conversely, the more positive subjects felt toward predominantly white communities and the more active they were in them, the less pluralist they were in both attitudes and beliefs. (LH)

ED 247 158

SO 015 754

Gehl, Julie Karl, Rebecca

Two First-Person Accounts of Intercultural Experiences: But I Am Danish (?) and "A-doka." Occasional Papers in Intercultural Learning No. 6.

AFS International/Intercultural Programs, Inc., New York, N.Y.

Pub Date—Jul 84

Note—30p.

Pub Type—Opinion Papers (120) — Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Attitude Change, *Cultural Differences, *Cultural Exchange, *Culture Conflict, Foreign Countries, Intercultural Communication, Personal Narratives, Racial Attitudes

Identifiers—Denmark, *Kenya, *Taiwan

These nonfiction, first-hand accounts of the experiences of two young women sojourning in foreign countries offer insights into the cultural adjustments, problems, and rewards foreign exchange students may encounter. A Danish woman recounts her difficulty in readjusting to her home country following a year in Kenya, emphasizing the cultural and emotional conflict she felt in relearning her native country's customs concerning student-teacher relationships, parent-child interaction, and public displays of affection. Problems and challenges encountered as a member of a white minority in a black nation are also discussed. An American woman reminisces about the difficulties she encountered when she visited the home of her Taiwanese boyfriend for the New Year, an important traditional Taiwanese holiday. Efforts to learn foreign language and customs, to be accepted by the people of a provincial village, and to deal with ridicule and constant surveillance are among the issues discussed. (LP)

ED 247 159

SO 015 777

Brandhorst, Allan Splitterger, Fred

Teaching Thinking Skills Using the Concept Time.

Pub Date—30 Mar 84

Note—18p.; Paper presented at the National Council for the Social Studies Southeast Regional Conference (New Orleans, LA, March 30, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Structures, Concept Teaching, Developmental Stages, Elementary Education, Learning Activities, *Learning Processes, *Social Studies, *Time

Identifiers—Timelines

A category system for organizing six thinking skills and methods for teaching these skills, using the concept of time, are provided. Representing a proposed sequential order of development, the six thinking skills are: (1) imaging—the creating of an internal mental representation of an external thing and the labeling of that representation, (2) dissection—scanning and taking note of the qualities of an object, (3) conceptualization—sorting objects into classes on the basis of common characteristics, (4) definition—identifying structural composition or the relationship of parts to a whole, (5) relational analysis—recognizing an event as part of a sequence and (6) analogy—conceptualizing relationships and becoming aware of parallels in discretely different relationships. Ten demonstration activities matched to these various thinking skills are presented for elementary social studies students. The concept of time is introduced in various ways, including student imaging of time spent at various activities during the day, dissection or noting events related to previous birthdays, conceptualization of a timeline, and definition or identification of relationships inferred from a timeline. A timeline of events in history, list of life spans of famous people in history (980 A.D. to 1980), a worksheet, and teacher's guide are provided for the final relational analysis activity. Alternative approaches and follow-up activities are included. (LH)

ED 247 160

SO 015 778

Ueno, Chizuko

The Japanese Domestic Labor Debate.

Pub Date—Jun 83

Note—17p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Columbus, OH, June 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian History, Economic Development, Employed Women, Employment Patterns, Feminism, Homemakers, Labor Economics, Labor Force Development, Labor Market, Part Time Employment, Womens Studies

Identifiers—Japan

The changing role of Japanese women can be seen in the stages of a domestic labor debate which occurred at three different times in the past 30 years.

The first debate began with Ayako Ishigaki's (1955) insistence that women should have a job outside the home. Wartime production helped break down traditional divisions of labor by encouraging women to work in gun factories. Such "pull" factors (those which pull women to the work force) also encouraged women to assist in rebuilding Japan's post-war economy. In addition, five "push" factors (factors which push women out of the home) also accounted for the increase of women in the work force: (1) technical innovation of homelife, (2) industrialization of domestic labor, (3) increase in the nuclear family, (4) desire for a higher standard of living, and (5) changes in women's consciousness. However, the economic depression of 1955 caused these pull factors to disappear and male dominance was reestablished. The second debate, initiated by Fujiko Isono during Japan's period of high economic growth (1960's) provided an economic rationale for placing monetary value on a wife's domestic labor. While part-time jobs provided a temporary compromise, a third debate, initiated by Kyoko Takeda (1971), argued that being a part-time housewife is not a wise strategy for women's liberation because having dual roles merely results in exploitation both inside and outside the home. Today, however, most Japanese women have opted for a dual-role, "two-cycle" life pattern and strive for a balance between work and home. (LH)

ED 247 161 SO 015 779

Worthington, Linda, Ed.

Who's Involved with Hunger: An Organization Guide. Third Edition.

World Hunger Education Service, Washington, DC. Pub Date—82

Note—65p.; Development sponsored by Board of Church and Society, United Methodist Church; Board of Discipleship, United Methodist Church; Lutheran Church/Missouri Synod-World Relief; Office on Global Education, Church World Service; Oxfam-America; The Hunger Project; and United Methodist Women's Division, Board of Global Ministries.

Available from—World Hunger Education Service, 1317 G St., N.W., Washington, DC 20005 (\$6.00).

Pub Type—Reference Materials - Bibliographies (13)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Breakfast Programs, Federal Programs, Food, Human Resources, *Hunger, Lunch Programs, Nutrition, *Organizations (Groups), Public Agencies, Voluntary Agencies

Identifiers—*United States

U.S. organizations interested in and involved with hunger issues and actions are described in this annotated listing. There are four major sections: (1) non-government organizations; (2) regional agencies; (3) government organizations, including United Nations and multilateral agencies, U.S. Congress, and federal government agencies; and (4) religious organizations. Only those private voluntary organizations which serve as major sources of materials for education and development issues are included. Information provided for each group includes address and telephone number, director's name, organization's major objective, services, and publications. An index is provided. (RM)

ED 247 162 SO 015 780

Hahn, Carole L.

Teaching Controversial Issues: The Case of Peace and Security.

Pub Date—June 84

Note—12p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irssee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Censorship, *Controversial Issues (Course Content), Critical Thinking, Educational Environment, Educational Philosophy, Elementary Secondary Education, Moral Issues, *National Security, Nuclear Warfare, *Peace, Public Schools, School Role, Social Studies, Student Needs

Issues concerning world peace and security, as well as other controversial issues, should receive more attention in the school curriculum. An increasing number of studies on student perceptions of war and peace consistently suggest that students

are acutely aware of the nuclear threat. Moreover, student knowledge about war-related issues increases with age, television viewing, newspaper reading, and parental expression about the issues. American schools today avoid controversial issues in general and the nuclear issue in particular due to the growing self-censorship on the part of teachers, administrators, and publishers who fear public criticism. The research, however, suggests that if educators want students to develop attitudes that are supportive of democracy, then they must be given practice in examining controversial issues. Teachers need moral support, advice on handling controversial issues, well-balanced information and materials on nuclear arms control, and reassurance of their legal protection in the use of controversial materials and techniques. For each public policy issue, students should consider the possible consequences and various alternatives and arrive at their own decisions in light of their knowledge and values. Students will not only acquire a better understanding of a particular issue, they will also develop analytic abilities, decision-making skills, and democratic values. (LH)

ED 247 163 SO 015 781

Fleming, Dan B.

The Treatment of Peace and Security Issues in Social Studies Textbooks in the United States.

Pub Date—June 84

Note—11p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irssee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Controversial Issues (Course Content), Foreign Policy, *National Security, Nuclear Warfare, *Peace, Propaganda, Secondary Education, *Social Studies, *Textbook Content, Textbook Evaluation, World Problems

Identifiers—Curriculum Balance, Latin America, National Council for the Social Studies, Vietnam War

This examination of the treatment given to peace and security issues in American social studies textbooks begins by summarizing the National Council for the Social Studies (NCSS) Curriculum Guidelines and a 1983 study of high school social studies topic priorities. Following a review of past textbook studies and a brief discussion of textbook treatment of foreign policy, the paper uses four major topics (propaganda, U.S./Latin American relations, the war in Vietnam, and nuclear war) to illustrate problems found in textbooks related to peace and security issues. In an examination of 45 textbooks, grades 8-12, the overall treatment of propaganda was rated very good considering the influence of nationalism. However, the topic tended to be ignored after World War II coverage. Overall textbook coverage of U.S./Latin American relations was rated as poor, although nearly all texts offered some criticism of U.S. policies. Moreover, the perspective of Latin countries was given little mention, and the cultures of the region were ignored. Similarly, in an analysis of coverage of the Vietnam war, only 1 of the 10 textbooks reviewed provided any background about Vietnamese cultural settings, with most focusing primarily on political and military aspects of the war. Additionally, the author reports very slight coverage of nuclear war issues in comparison with other topics in his review of 19 U.S. history textbooks. The paper concludes with recommendations for achieving goals stated in NCSS curriculum guidelines. (LH)

ED 247 164 SO 015 782

Turner, Mary Jane

An Evaluation of Law-Related Education: Implications for Teaching.

Pub Date—June 84

Note—13p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irssee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Behavior Change, *Delinquency Prevention, Elementary Secondary Education, Human Resources, Instructional Improvement, Instructional Materials, Interprofessional Relationship, *Legal Education, Program Effectiveness, Prosocial Behavior,

Teaching Methods, Teamwork

Identifiers—*Law Related Education

This paper reports on recommendations for improving and/or changing educational practice in order to prevent or reduce deviant behavior among juveniles. The recommendations are derived from a three-year national quantitative and qualitative evaluation of law-related education programs undertaken by the Social Science Education Consortium, Inc. and the Center for Action Research (Boulder, Colorado). Following a discussion about the positive relationship of law-related education and the prevention of juvenile delinquency, the paper focuses on six critical features that have been shown to produce positive improvements in behavior when incorporated into law-related education programs: (1) use of outside resource persons in the classroom, (2) use of teaching strategies that foster true interaction and joint work among students, (3) judicious selection and balance of illustrative cases, (4) provision of sufficient quantity and quality of instruction, (5) involvement of building administrators, and (6) availability and use by teachers of professional peer support. Specific suggestions for implementing these features are outlined under each of the above subheadings. The paper concludes that although good teaching practices by themselves can go far in achieving delinquency prevention objectives, law-related education as a subject has significant and favorable effects over and above the consequences of superior instruction. (LH)

ED 247 165 SO 015 783

Nelson, Jack L.

Approaches to Education about a World Economy.

Pub Date—June 84

Note—34p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irssee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Bias, *Controversial Issues (Course Content), *Critical Thinking, Economics, *Economics Education, Educational Change, Educational Improvement, Elementary Secondary Education, *Global Approach, Nationalism, Stereotypes, Teaching Methods

Identifiers—Friedman (Milton), Fromm (Erich), Ideology, Kahn (Herman), Toffler (Alvin)

A rationale for skeptical and controversial teaching about world economics is presented by maintaining that the nature of economics is controversial and that ideology and nationalism are dominant obstacles in economics education. Following an introduction, the first of six sections discusses major stereotypes and perceptions in economics. The next section emphasizes the disparities in economics by presenting the views of economists and economic commentators Milton Friedman, Paul Johnson, Herman Kahn, William Simon, Fred Hechinger, J. R. Shackleton and Gareth Locksley, Geoffrey Kay, Stephen Rousseas, Joan Robinson, Erich Fromm, Alvin Toffler, and others. The third section encourages critical scrutiny of ideological bases for schooling, the functionalist world view, and nationalistic bias. Examples of obstacles to critical skepticism are given next, including laws prohibiting the advocacy of communism in school and teacher socialization patterns which push teachers to conservative mainstream views and to self-censorship and political restraint. Similarly, the following section describes obstacles to economics teaching, primarily the lack of adequate treatment of labor, unions, and economic views differing from mainstream capitalism. The final section presents a pedagogy for world economics, emphasizing the importance of controversy and critical skepticism, scrutiny of ideology and nationalism, alternative teacher education and professional socialization, the use of diverse and provocative materials, collateral efforts of professionals, and legal support for academic freedom. (LH)

ED 247 166 SO 015 784

Newmann, Fred M.

Social Studies in U.S. Schools: Mainstream Practice and Radical Potential.

Spons Agency—Department of Education, Washington, DC.; Wisconsin Center for Education Research, Madison.

Pub Date—June 84

Grant—NIE-G-81-0009

Note—42p.; For a response to this paper, see SO

015 785. Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Course Content, Curriculum, Educational Assessment, *Educational Change, Educational Improvement, Educational Objectives, Educational Practices, *Educational Quality, Educational Trends, Elementary Secondary Education, Justice, Knowledge Level, Research Needs, Social Attitudes, Social Change, Social Problems, *Social Studies, Student Attitudes, Student Participation, Teaching Methods

Identifiers—*Radicalism

Following a brief discussion of what is currently being taught in social studies, the major propositions of a radical perspective that has emerged among academics are examined. According to the radical perspective, the ultimate social ideal and the purpose of education is the emancipation of all people. Social studies should concentrate on ideas emphasizing the significance of dominant interests, struggles for autonomy, contradictions, and the social construction of knowledge. Education should generate action toward emancipation. Strengths of this radical perspective include educational objectives that stress long-term social goals, immediate personal agency, cooperative discourse, and an approach to reform that respects the culture of local teachers and students. Weaknesses of the perspective include its ideological substance; relative silence about pedagogy for dealing with ambiguity, contradiction, and criticism; and neglect of organizational constraints on teaching. Intellectual work and research necessary to resolve concerns that mainstream educators have with the radical perspective include conveying a coherent vision of the social alternatives to be pursued, examining how structures of schooling might be revised, and identifying teaching approaches that guide encounters with ambiguity, contradiction, and criticism. (RM)

ED 247 167 SO 015 785

Branson, Margaret Stimmann

Social Studies in U.S. Schools: A Response to a Paper by Fred M. Newmann.

Pub Date—June 84

Note—10p.; For Newmann's paper, see SO 015 784. Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Curriculum Development, Decision Making, *Educational Change, Educational Improvement, Educational Innovation, Educational Objectives, Educational Practices, *Educational Quality, Elementary Secondary Education, Professional Associations, *Social Studies, Teacher Education

Identifiers—*Radicalism, Reform Efforts

There are ways to meet the need for social studies reform and revitalization other than adopting an "agenda of inquiry" which would incorporate the potentially appealing aspects of the radical perspective, as proposed by Fred M. Newmann. As a result of recent reform reports, many educators have already taken action to improve educational quality. For example, two reform proposals, the Carnegie Report and the Paideia Proposal, are being piloted in some school districts, and professional organizations in the social studies and the disciplines are attempting to influence what is happening in American schools. An agenda of inquiry, if defined as the process of active learning and critical thinking and discourse which will help students become more humane, insightful, and active citizens, is supported. There are, however, problems with trying to take a radical approach to education: (1) radicals begin with conclusions; (2) radical writing contains mystifying jargon and abstract and deterministic analyses; (3) teachers are not equipped to use the Socratic dialogue; and (4) teachers and academics are not the only ones who can make decisions about curriculum content and teaching methods. (RM)

ED 247 168 SO 015 786

Smith, Duane E.

Republicanism, Civic Virtue, and Political Education.

Pub Date—June 84

Note—14p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, Democratic Values, Elementary Secondary Education, *Government (Administrative Body), Governmental Structure, Government Role, Political Science, *Political Socialization, Public Education, United States History

The history of political education is coincident with the history of republican political theory. The basic elements of classical republican theory of government were that sovereignty resided in the people and that authority was exercised through representative institutions. Only populations which possessed republican virtues—respect for law and institution, industriousness, and frugality—were believed to be capable of such a government. These virtues were to be found in middle-class societies. Political education was understood to be the process by which such virtues were developed. When the founding fathers formed the government of the United States, they took for granted the conditions considered necessary for republicanism: America was a predominantly middle class and frugal society and was committed to education. The question now is whether this classical conception of republicanism is valid in today's context. Although the United States is no longer characterized by simplicity or a dominant middle class, the commitment to education persists. Therefore, given the absence of other conditions, civic education may be more important than ever before. Today's educators then, must decide what civic education should entail and how it should be transmitted. (LP)

ED 247 169 SO 015 787

Foshay, Arthur W.

The Peak/Spiritual Experience as an Object of Curriculum Analysis.

Pub Date—June 84

Note—23p.; Paper presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984). Portions of text are marginally legible.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Definitions, Educational Assessment, *Educational Experience, Elementary Secondary Education, Fine Arts, Higher Education, History Instruction, Literature, Mathematics Instruction, Psychology, Religion, Science Instruction

Identifiers—Bloom (Benjamin S), Maslow (Abraham), *Peak Experiences, *Spiritual Experiences, Theology

How psychologists and theologians define the peak/spiritual experience and how this aspect of human behavior can be approached in the classroom are examined. Benjamin Bloom interviewed college students who had undergone peak experiences in the classroom. The students described a sense of total involvement, a loss of a sense of time and place, and a feeling that the experience was true in a fundamental way. Similarly, the writings of Abraham Maslow and the literature of theologians show the peak experience to be awesome, fundamental (a moment of truth), and transcendent. Language used by thoughtful people in discussing the peak experience can be organized into five categories: (1) intellectual aspects, (2) transcendence, (3) terms that characterize the experience as a whole, (4) terms that characterize particular aspects of the experience, and (5) the mystic experience. The disciplines of mathematics, science, history, literature, and the arts show that many characteristics of the peak experience, e.g., the sense of the wonderful, the amazing, can be found in subject matter. In order to evaluate peak experience in the classroom, teachers must collect and analyze subjective testimony; they must listen to students. (RM)

ED 247 170 SO 015 788

Hepburn, Mary A.

What Are American Youth Thinking? An Examination of Political and Social Attitudes of American Youth in the Eighties.

Pub Date—June 84

Note—34p.; Paper presented at the Joint Meeting

of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, College Students, Comparative Analysis, High School Students, Life Satisfaction, Literature Reviews, *Political Attitudes, Quality of Life, *Social Attitudes, Social Change, Social Problems, *Student Attitudes, Student Reaction, *Trend Analysis, Values, World Problems

This examination of political and social attitudes of American youth in the 1980's begins with a comparison of the youth of the 1960's with the youth of the 1970's. Results from four major studies are presented and a composite picture of youth in the eighties is presented. Findings show that the personal and professional values of American students today appear to be an intensification of many of the commitments which developed in the seventies toward good jobs, marriage and the family, and general personal fulfillment. The social and economic inequities which were at the core of the concerns of the sixties do not greatly interest the youth of the eighties. However, major contradictions are evident, presenting a disjointed picture of attitude dualities. For example, while there appears to be more conservatism, patriotism, and pride in the country, apathy, cynicism, and lack of involvement also exist. Moreover, while there is widespread agreement that international war/nuclear disaster is the major problem on the minds of youth today, very few have in any way acted on these fears. Four tables present study results showing: (1) ratings of various life goals considered "very important," (2) student political attitudes based on a 1980 survey, (3) college student attitudes toward world issues, and (4) American teenagers' perceptions of freedom in the world. The document concludes with possible explanations for the duality of attitudes found among today's youth. (LH)

ED 247 171 SO 015 790

Lessing, Clemens And Others

Peace and Security Education in the Federal Republic of Germany. Three Essays.

Pub Date—June 84

Note—12p.; Papers presented at the Joint Meeting of the Social Science Education Consortium and the Bundeszentrale für politische Bildung (Irsee, Bavaria, West Germany, June 18-22, 1984). Portions of text are marginally legible.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Controversial Issues (Course Content), Course Content, Higher Education, Military Science, Moral Issues, *National Security, *Peace, Political Issues, Regional Attitudes, Secondary Education, Social Problems, Social Studies, *Textbook Content

Identifiers—*Germany

Three essays related to peace and security education in the Federal Republic of Germany (FRG) are presented. The first essay, "An Example of Controversial Themes in Education: Peace and Security," by Clemens Lessing, uses a 1980 controversial discussion of the Committee of the Cultural Ministry as an example of controversial themes in education. In this discussion, controversy between ministries in various lands in the FRG arose over a proposal that there should be more basic instruction in the schools concerning the duty of the federal government for defense and the necessity of service in the military to assure or defend the peace. One view emphasizes training for decision making and careful weighing of arguments, while another emphasizes the importance of learning controversial views about security and defense politics, encouraging students to draw a unified opinion from controversy. The second essay, "Analysis of Schoolbooks: Peace and Security," by Falk Pingel and Hanna Schissler, presents an overview of general coverage given to peace and security issues in secondary school political and social studies textbooks. Following a discussion of commonalities found among textbooks, the paper briefly discusses different approaches to dangers to the present peace, the phenomenon of war, aggression and power, alternative conceptions of peace, and coverage of specifically German issues. The final essay, "Military Duty and Conscientious Objection in a Controversy Theme for Political Education," by Hartmut Wasser, focuses on controversy resulting from two differing models of peace education, with "federal army/military duty" on

one side and "conscientious objection/military service" on the other. Special instructional methodology concerning the study for military service and conscientious objection is provided. (LH)

ED 247 172 SO 015 791

Huddleston, Barbara.
Confronting World Hunger.
CARE, New York, NY.

Spons Agency—International Food Policy Research Inst., Washington, DC; Overseas Development Council, Washington, D.C.

Pub Date—Oct 83

Note—9p; Photographs may not reproduce clearly. Journal Cit—CARE BRIEFS on Development Issues; n3 Oct 1983

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, *Developing Nations, Financial Support, Global Approach, Health Needs, Humanitarianism, *Hunger, Individual Needs, International Cooperation, Migration, Nutrition, Policy Formation, *Poverty, Public Policy, Social Responsibility, Technical Assistance, World Problems

Identifiers—Africa, Asia, Famine, Food Distribution Program, Food Production, Food Scarcity, Latin America, Middle East

The idea that food should be a universally accepted human right has been the focus of worldwide attention aimed primarily at increasing production at the national level and on reducing price fluctuations in world markets. However, the problem of individual human needs must be simultaneously addressed. The largest number of hungry people live in low-income countries, especially Asia, whose people receive less than 90 percent of their national standards for adequate per capita caloric intake. Similarly, two-thirds of the sub-Saharan African population and a substantial proportion of Latin American and Middle Eastern peoples may also be consuming less than their national caloric standard. Migration further intensifies the problem by leading people threatened by famine to join the ranks of the chronically poor and malnourished in urban areas. Lack of food is not the only cause of malnutrition, with viral diseases resulting from parasite-infested drinking water causing an additional 20,000 malnutrition-related deaths per day among children under five years of age. Policies aimed toward solving the problem include the provision of increased food security guarantees; aid to agriculture; technical assistance for food policy planning; more effective balancing of urban and rural food subsidies; and direct health and nutrition intervention that simultaneously addresses immediate needs for food, clean water, and health care as well as the need for employment. Such resource transfers, technical assistance, and targeted food distributions require genuine cooperation among developed nations. (LH)

ED 247 173 SO 015 792

Mehaffy, George.
First-Person America: Voices from the Thirties. A Teacher's Guide.

WGBH-TV, Boston, Mass.

Spons Agency—Corporation for Public Broadcasting, New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—Oct 81

Note—9p; Photographs may not reproduce clearly. Radio programs available in audiotape through National Public Radio, 2025 M Street, N.W., Washington, DC 20036 (Order No. SP-8001109, Parts 1 and 2, Order No. SP-8001123, Parts 3 and 4, SP-801207, Parts 5 and 6—\$11.95 each). Book available from Random House Inc., 400 Hahn Road, Westminister, MD 21157 (\$13.95 hard cover, \$5.95 paperback).

Journal Cit—Social Education; v45 n6 p443-50 Oct 1981

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instructional Materials, Models, *Oral History, *Primary Sources, Resource Materials, Secondary Education, Student Projects, Student Research, *United States History

Identifiers—*Depression (Economic 1929), *Federal Writers Project, Nineteenth Century

This guide was designed to help secondary teachers use a series of radio programs based on the book, "First-Person America," an oral history collection

derived in turn from a massive body of first-person accounts originally collected during the 1930's by the Federal Writer's Project. The series dramatizes the texture of everyday life in America during the era of the Great Depression and also during the nineteenth century, through the words of ordinary citizens. Men and women from a variety of regions, occupations, and ethnic groups were interviewed. Their stories were written down and they are spoken in the radio series by contemporary professional actors. The guide discusses how this new oral approach to history helps improve student attitudes toward the study of the past, presents tips for using the series, and provides suggestions for helping students learn to listen. The bulk of the guide contains a brief description of the narratives and study tips, including discussion questions, for each of the six programs comprising the radio series. A resource list for teachers concludes the guide. (RM)

ED 247 174 SO 015 793

Berkowitz, Marvin W.
Process Analysis and the Future of Moral Education.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Critical Thinking, Developmental Psychology, Developmental Stages, *Discussion (Teaching Technique), Elementary Secondary Education, Emotional Development, *Ethical Instruction, Higher Education, *Moral Development, *Process Education, Social Development, Social Studies

This argument for process analysis in moral education focuses primarily on social developmental processes and educational processes that influence the development of moral reasoning structures. The descriptive-developmental approach, the developmental-ethical approach, and the developmental-process approach to moral discourse are briefly described. Based on a ten-year investigation of the nature of moral discussion-based interventions, the author reports that "transactive" forms of discussion lead to higher levels of moral understanding by expanding upon, critiquing, or integrating the reasoning of a co-discussant, thus increasing the likelihood of developing more adequate forms of reasoning. Because only about 15 percent of such discourse takes the form of the most developmentally productive type of transactive discussion, the author proposes that moral and social education in the future look to monitoring and training in social interaction skills in order to maximize the developmental benefits of such programs. Four other future concerns for moral education are presented: (1) theoretical and empirical knowledge of the relationship between moral reasoning and moral behavior must be integrated into moral education practice, (2) the role of affect in moral functioning must be addressed, (3) moral education must be defined more broadly than classroom-based phenomena, and (4) value-based moral education must be integrated with structural "value-free" approaches. (LH)

ED 247 175 SO 015 794

Rasinski, Timothy V.
A Model of Collaboration in a Curricular Program.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), Career Awareness, Communication Skills, *Cooperation, Curriculum Development, *Experiential Learning, Grade 8, Group Activities, Interpersonal Relationship, Junior High Schools, Learning Activities, Models, *Older Adults, Oral History, Program Descriptions, *School Community Relationship, Student Attitudes, Student Participation

Identifiers—*Intergenerational Programs

This paper presents a curriculum model designed to incorporate the concept of collaboration through a student partnership program with retired persons. This descriptive study is based upon on-hand observations by the author during the course of the pro-

gram. Thirty eighth-grade students were paired with retired persons who lived in a retirement village. The students collaborated with their partners in a number of tasks, focusing primarily on relationship building. Through a mixture of classroom and field experiences, student activities centered around the themes of communication, history, the aging process, and careers. Specific activities included oral history interviews, daily journal keeping, movie viewing with partners, large and small group discussions, communication training, readings, reports, simulation, a book-binding project, and party planning. Students received English and history credit for their participation in the six-week partnership program. This curriculum is viewed from the perspectives of academic coursework and collaboration, relationship building and collaboration, and caring and collaboration. Evaluations of the program were positive on an academic as well as an affective and attitudinal basis. Collaboration allowed the children in this program to gain a different view of history, improve communication and listening skills, and learn to cooperate and work with others. (LH)

ED 247 176 SO 015 795

Taylor, Sandra C.
Vietnam through a Different Lens: Fiction, Memoirs, and History.

Pub Date—8 Apr 84

Note—21p; Paper presented at the Annual Meeting of Organization of American Historians (Los Angeles, CA, April 8, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Fiction, *Literature, Modern History, *Nonfiction, *Personal Narratives, Social History, *United States History

Identifiers—*Vietnam War

Literary accounts help society gain a better understanding of the Vietnam War by providing coverage missing from historical accounts of this period. Literature on the Vietnam War has focused on a number of issues: America's initial involvement in Southeast Asia, the American perspective on the war, the experience of the American soldier, and the experience of people at home. Major themes are the moral implications, violence, racism, and personal consequences of participation in the war. Much of the importance of fiction and memoirs lies in their ability to depict the world of the combat soldier and to present the moral dilemmas posed by this particular war. The most recent works on the war indicate that the basic question involved in interpreting the Vietnam experience—deciding whether the war was a war like any other or a unique experience in American history—is still unresolved. None of the literary works on Vietnam provide an overview of the war as a whole. While literature does not answer the fundamental historical questions that historians have raised concerning the Vietnam War, it does provide a vital human dimension of the war which complements historical treatments. (LP)

ED 247 177 SO 015 797

Bruns, Roger.
A More Perfect Union: The Creation of the United States Constitution.

National Archives and Records Service (GSA), Washington, D.C.

Pub Date—78

Note—51p; Photographs may not reproduce clearly.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conflict Resolution, *Constitutional History, Decision Making, Governmental Structure, Leaders, Political Science

Identifiers—Bill of Rights, Compromise, Constitutional Processes, Federalists, *United States Constitution

The history of the United States Constitution is outlined in this account of the 1787 Constitutional Convention. The document is grouped according to 12 topical headings, which follow a brief account of the participation of George Washington and James Madison. Section 1 deals with the conceptualization and development of the Articles of Confederation. Section 2 focuses on delegates who played major roles in the convention. Sections 3, 4, and 5 present three conflicting proposals (the Virginia Plan, the New Jersey Plan, and Hamilton's Plan) which later resulted in the "Great Compromise" (section 6), bringing delegates significantly closer to agreement on a constitution. Section 7 describes the first draft

of the Constitution, from which the final document would result some 5 weeks later. The Federalists (who supported the Constitution) and the anti-Federalists (who opposed it) are described in section 8. Section 9 discusses the Constitution's ratification and section 10 traces the development of the Bill of Rights. Section 11 focuses on measures taken to protect the original document. The final section, the text of the Constitution, presents 7 articles and 26 amendments of the U.S. Constitution. The document concludes with a photograph of the original document and suggestions for further reading. (LH)

ED 247 178 SO 015 798
Serota, Gary D.

The United States Congress. What Is Its Process of Legislative Decision-Making? How Can You Assist in the Process? Grass Roots Guides on Democracy and Practical Politics. Booklet No. 66.

Center for Information on America, Washington, Conn.

Pub Date—83
Note—17p.; For booklet on lobbying, see SO 015 799.

Available from—Center for Information on America, Washington, CT 06793 (\$3.00, 1-9 copies; \$2.75, 10-99 copies; \$2.50, 100-499 copies).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Citizen Participation, *Citizenship Education, *Civics, *Decision Making, Democracy, Higher Education, *Information Sources, Instructional Materials, *Legislators, Resource Materials, Secondary Education, *United States Government (Course)

Identifiers—Congress

Intended to help secondary and college students and adults develop a clearer understanding of how our democracy works, this booklet examines how Congress makes legislative decisions and how it collects the information necessary to legislate. With 100 Senators, 435 Representatives, and 20,000 staff people receiving and processing information, decision-making in Congress is a very complicated process. As they make legislative decisions, members of Congress use many information sources, including personal staff recommendations, constituent letters, other members of Congress, the media, lobbyists, and committee staff research. Members rely a great deal on their staffs to brief them on the details of proposals. Legislative staff must also answer constituent mail. Staffers use a variety of services, publications, and information sources, e.g., committee hearings, House Information Systems, the Congressional Research Service, the Congressional Record, and caucuses. A survey of 123 congressional staff members has shown that spontaneous individually composed letters are the most effective way of communicating with congressional decision-makers. (RM)

ED 247 179 SO 015 799
Taft, Charles P. Bennett, Linda L. M.

Lobbying: What Does It Consist of? Where Does It Fit into Our Process of Government? Grass Roots Guides on Democracy and Practical Politics. Booklet No. 67.

Center for Information on America, Washington, Conn.

Pub Date—83
Note—16p.; For booklet on Congress, see SO 015 798.

Available from—Center for Information on America, Washington, CT 06793 (\$3.00, 1-9 copies; \$2.75, 10-99 copies; \$2.50, 100-499 copies).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Citizen Participation, *Citizenship Education, *Civics, Democracy, Higher Education, Instructional Materials, Legislators, *Lobbying, Political Influences, Political Issues, Political Power, Resource Materials, Secondary Education, *United States Government (Course)

Identifiers—Congress

Background information on lobbying will help secondary and college students and adults develop a clearer understanding of how U.S. democracy works. Discussed are what lobbying is, who the lobbyists are, lobby regulation, and the different kinds of lobbying groups. As an example of the environment within which lobbyists work, lobbying efforts surrounding air pollution are described. There was a time when the American public believed, with some justification, that "The Interests" owned legis-

lators. While abuses still occur, lobbying has become the means by which large numbers of citizens participate in the processes of modern government. To operate actively as part of a pressure group may seem selfish and short-sighted to those on the other side of a contested issue, but it is a way of taking part. If such an operation is honest and intelligent, it becomes an important contribution to government in a representative democracy. (RM)

ED 247 180 SO 015 800
World Development Report 1984.

World Bank, Washington, D. C.
Report No.—ISBN-0-19-520460-3
Pub Date—84

Note—310p.; For 1980 report, see ED 204 099. Insets and charts printed on colored paper may not reproduce clearly.

Available from—World Bank, 1818 H St., N.W., Washington, DC 20433 (\$8.00).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Birth Rate, *Developing Nations, *Economic Development, Family Planning, Foreign Policy, Global Approach, Human Geography, International Relations, *Overpopulation, Population Distribution, Population Growth, *Poverty, Quality of Life, World Problems

This report, seventh in a series of annual publications, examines the relationship between population change and development, showing why continuing rapid population growth in developing countries is likely to mean a lower quality of life for millions of people. The first part of the report concludes that the economies of developing countries can grow by more than 5 percent a year, but whether this growth is achieved depends on policy makers in both developing and developed nations. The second part examines population change and contends that many developing countries will escape from poverty only if they manage to decrease their population growth. Public policies to reduce fertility that are humane and affordable and that complement other development efforts are outlined, with special emphasis on education for women and increased family planning services. Underlying causes of the world 1980-83 economic recession are analyzed and population policy successes over the last decade are highlighted. In reviewing prospects for the next decade, the report concludes that sustained recovery requires economic reforms in developed and developing countries alike, as well as concerted international action to roll back protectionism and increase capital flows. A population data supplement and maps and graphics supplement the text. The final portion of the report comprises 28 two-page tables containing economic and social profiles of 126 countries. (LH)

ED 247 181 SO 015 801
Clausen, A. W.

[Population Growth and Development].
World Bank, Washington, D. C.

Pub Date—Jul 84
Note—21p.; Address delivered before the National Leaders' Seminar on Population and Development (Nairobi, Kenya, July 11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Demography, *Developing Nations, *Economic Development, Economic Factors, Educational Needs, Family Planning, *Government Role, Overpopulation, Population Education, *Population Growth, Population Trends, *Public Policy, Socioeconomic Influences

Identifiers—World Bank

Rapid population growth as a central development problem, the proper domain of government in reducing population growth, and effective measures which can be taken to reduce fertility are examined. Rapid population growth puts a brake on development because it exacerbates the difficult choice between higher consumption now and the investment needed to bring higher consumption in the future; threatens what is already a precarious balance between natural resources and people; and creates urban economic and social problems that risk becoming wholly unmanageable. There are appropriate public policies to slow population growth. Two broad justifications for government action are that a government has a duty to society as a whole and that people may have more children than they want or would want had they more information about and access to easier fertility control. Experience has

shown that public policy and programs can and do make a difference. The two policies which are essential to reduce fertility are widespread education, especially for women, and easier access to contraception. There is concluding discussion of how the World Bank is playing an active role in helping address the problem of rapid population growth. (RM)

ED 247 182 SO 015 802
Lorimer, Rowland M.

The Nation in the Schools. Wanted: A Canadian Education. Research in Education Series, 11.
Report No.—ISBN-0-7744-0271-7
Pub Date—84

Note—113p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto, Ontario, Canada M5S 1V6 (\$14.95).

Pub Type—Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Canadian Literature, *Comparative Education, *Cultural Awareness, *Educational Needs, *Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, Language Arts, Media Selection, *Nationalism, Publishing Industry, Social Studies, Teacher Education, Textbook Publication, Textbooks, Textbook Selection

Identifiers—*Canada

The Canadian cultural focus of contemporary education in Canada is examined, with particular emphasis on language arts, literature, and social studies. Conclusions of the first two chapters are that language arts instructional materials frequently present powerful American and British (and only occasionally Canadian) themes; many reading series, especially those adapted from foreign series, do not present Canadian content or a Canadian perspective; but, on the other hand, social studies Canadian content is being inserted into curricula to an increasing extent. The examination of teacher training in the third chapter concludes that cultural context is sorely neglected, partially because many Canadian teacher educators are not Canadians. An exploration of education publishing and curriculum materials selection policies in chapter 4 shows that the market has been restricted to large international publishers who have adopted standard, mass marketing principles. The book concludes with specific recommendations to help education get in touch with the realities of Canadian culture. (RM)

ED 247 183 SO 015 803
Carter, Susan B.

Education Was for Women What the Frontier Was for Men.

Pub Date—Jun 84
Note—15p.; Paper presented at the Berkshire Conference on the History of Women (6th, Northampton, MA, June 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Credentials, *Educational Opportunities, Employed Women, *Employment Opportunities, Employment Qualifications, Equal Opportunities (Jobs), Females, Literature Reviews, Sex Bias, Sex Role, *Women's Education, Women's Studies

When tracing the status of females in education over the last 200 years, it can be seen that while schools reflected the sexism of the larger society, they differentiated by gender far less than institutions such as the family, the labor market, and government. Although women's access to educational institutions varied by their race and class, middle and upper class women were able to take advantage of the structural integration of educational and employment institutions to gain access to formerly male preserves. Recent literature on the sexism of the schools tends to focus on portrayals of gender in readers such as the absence of females and role differentiation, the channeling of children into stereotypical occupations, and male bias in college admissions and financial awards. However, a case can be made for the relative androgyne of the schools. As the use of educational credentials became influential in hiring decisions, women were able to lay legitimate claim to more occupations. Women's access to schools, combined with the growth of credentialism, enlarged employment options available to women. Finally, since women's access to education varies by race and class, the growing importance of education for jobs may be

linked to a reduced importance for gender and a heightened importance for race and class in structuring employment opportunities. (LH)

ED 247 184 SO 015 804

Fox, Louise W.

College Students' Attitudes towards Social, Physical and Political Deviancy.

Pub Date—84

Note—13p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Beliefs, *College Students, Higher Education, *Labeling (of Persons), *Physical Characteristics, *Political Attitudes, Questionnaires, Social Science Research, *Social Status, *Student Attitudes

Identifiers—Bogardus Social Distance Scale

This study identifies the attitudes of college students toward a variety of persons, each of whom deviated from the normal in one specific way—either in terms of social status, physical condition, or political point of view. A questionnaire was devised, employing the Bogardus Social Distance Scale. Respondents included 184 undergraduates and 51 graduate students who were enrolled in public and private colleges in the American northeast. Respondents remained anonymous, indicating sex, year in college, age, and how they felt about 24 immigrants applying for permission to enter the United States. Findings included the following: (1) the typical respondent rejected significantly more deviants than they accepted; (2) there was a greater acceptance of the social-physical deviants (e.g., the blind, the illiterate, and the retarded) than the political deviants (e.g., supporters of communism, Black Separatism, Nazism, and the Ku Klux Klan), with social-physical deviants receiving 25 percent complete acceptance, 45 percent limited acceptance, and 30 percent rejection as compared to political deviants who received 6 percent complete acceptance, 28 percent limited acceptance, and 67 percent rejection; and (3) there was no difference between men and women in the degree to which they accepted or rejected any of the deviants. (LH)

ED 247 185 SO 015 805

Sealand, Judith

"Caught Up in Our Own Myth": The Birth and Death of Dayton Women Working.

Pub Date—Jun 84

Note—22p; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activism, *Community Organizations, *Employed Women, Employer Employee Relationship, Employment Practices, Employment Problems, *Females, *Feminism, Organizational Climate, Organizational Effectiveness, Sex Discrimination, Social Action, Social History, Social Problems, Wages, Womens Studies

Identifiers—*Dayton Women Working

The history of Dayton Women Working (DWW) illustrates both the achievements and failures of contemporary feminist organization. Established in 1975 to address the problems of low wages, sex discrimination, and unfair working conditions facing women in Dayton (Ohio), DWW focused on a broad range of activities including publishing a quarterly newsletter, distributing leaflets in factories and office buildings, holding job counseling clinics, and conducting boycotts. In 1977, Dayton Women Working, as a result of membership in the National Women's Employment Project (NWE), narrowed its attention to federal employment legislation and programs. Among DWW's and NWE's major successes was a case study of discrimination against women in the banking industry. By 1980, DWW had effectively ceased to exist, a result of excess dependence on federal funding, lack of focus, lack of an active membership, and a leadership which did not reflect the background or elicit the contributions of its own membership. (LP)

ED 247 186 SO 015 806

Coplin, William D. O'Leary, Michael K.

Introduction to Political Risk Analysis. Learning Packages in the Policy Sciences, PS-24.

Policy Studies Associates, Croton-on-Hudson, NY. Report No.—ISBN-0-936826-19-3

Pub Date—83

Note—121p.

Available from—Policy Studies Associates, P.O. Box 337, Croton-on-Hudson, NY 10520 (\$5.75).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Charts, Comparative Analysis, Decision Making, Higher Education, International Relations, Learning Modules, Measurement Techniques, *Political Influences, Prediction, *Predictive Measurement, *Risk, Tables (Data)

Identifiers—*Egypt, *Political Analysis, Prince System, World Political Risk Forecast

This package introduces college students to the kind of analysis that multinational corporations undertake to assess risks to their business operations due to political and economic conditions. Designed to be completed in 3 weeks, the four exercises enable students to (1) identify the major sources of political risk; (2) determine what social, economic, political, and geographical background factors need to be considered in conducting a political risk analysis; (3) forecast the likelihood of a change in regime, occurrence of political turmoil, or restrictions on international business; and (4) calculate risk ratings that can be used to compare the relative risks in different countries. The methods presented are those developed by the authors for Frost and Sullivan's "World Political Risk Forecast," which uses country studies produced by experts. An annotated bibliography and sample country study on Egypt (1983) from Frost and Sullivan's service are included in the appendices, which comprise over half the document. In addition, students are provided with Prince charts (a system for making political forecasts and devising strategies), decision structure charts, a description of risk ratings for three business sectors, a summary of an 18-month forecast, and a worksheet for calculations. (LH)

ED 247 187 SO 015 807

Coplin, William D. O'Leary, Michael K.

Political Analysis through the Prince System.

Learning Packages in the Policy Sciences, PS-23.

Policy Studies Associates, Croton-on-Hudson, NY. Report No.—ISBN-0-936826-18-5

Pub Date—83

Note—105p.

Available from—Policy Studies Associates, P.O. Box 337, Croton-on-Hudson, NY 10520 (\$5.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bureaucracy, *Case Studies, *Change Strategies, Charts, Decision Making, Higher Education, Learning Modules, *Measurement Techniques, *Political Issues, Prediction, *Predictive Measurement, Probability, Tables (Data)

Identifiers—*Political Analysis, *Prince System, United States Constitution, Vietnam War

This package introduces college students to the elements of the Prince System, a widely used system for making political forecasts and developing political strategies. Designed to be completed in two to three weeks, the two exercises enable students to (1) identify political issues that the Prince System can help them understand, (2) determine the information needed to make a political forecast about any political situation, (3) calculate the probabilities that a political decision will be taken, and (4) identify strategies that could be used to change the probabilities in the desired direction. Three case studies relating applications of the system to historic issues such as the United States' actions in Vietnam in the 1960's, the politics of the American Constitutional Convention, and the role of politics in the operation of bureaucracies are presented in the appendices, which comprise approximately half the document. Exercises are provided for students to apply the system to a political issue of their choice. Tables include Prince charts, a chart showing the range of variables used in the Prince political accounting system, a Friendship-Neutrality-Hostility chart, a Prince political map, and charts reflecting substantial support, substantial opposition, sharp polarization, and an unsettled situation. (LH)

ED 247 188 SO 015 808

Educating for Peace: A Resource Guide for Teachers and Community Workers.

Educating for Peace, Ottawa (Ontario).

Pub Date—[83]

Note—24p; Small type throughout document may

not reproduce clearly.

Available from—Educating for Peace, c/o Room 222, 180 Argyle St., Ottawa, Ontario, Canada K2P 1B7 (\$1.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Annotated Bibliographies, *Disarmament, Elementary Secondary Education, Filmographies, Higher Education, Human Resources, Military Science, *Nuclear Warfare, *Peace, Resource Materials, *War, World Problems

This resource guide provides educators and community workers with a listing of written materials, audio-visual materials, and Ottawa-Carleton (Canada) area speakers dealing with peace education. The first of three parts lists 27 books, kits, and curriculum materials. For each listing, appropriate grade level, annotation, ordering address, and price are indicated. Some materials are available in French and some are available on loan from the "Educating for Peace" organization. In the next part, over 60 audio-visual materials are presented in chart format. Film title, topical descriptors, length and type of film, date, country of origin, annotation, and ordering information are provided for each. Audio-visual materials deal with medical/psychological consequences, nuclear war scenarios, arms control and development, the arms race, environmental impact, government and industry, military production and policy, arms control initiatives, peace studies, activists and organizations, feminist perspectives, nuclear energy and nuclear arms, Hiroshima-Nagasaki, nuclear testing, and religious perspectives. The document concludes with a list of local speakers from the Ottawa-Carleton area. (LH)

ED 247 189 SO 015 812

Jones-Wilson, Faustine C.

A Traditional Model of Educational Excellence:

Dunbar High School of Little Rock, Arkansas.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Excerpted from author's book, same title, Howard University Press, 1981.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Education, Black Students, *Educational Experience, Educational Quality, Educational Research, Followup Studies, High Schools, Models, *Outcomes of Education, Racial Segregation, *Success

An attitude survey of Dunbar High School alumni in Little Rock, Arkansas, a black public high school with a reputation for excellence, was conducted to ascertain opinions concerning the preparation for successful adulthood this school afforded its students. A total of 1,523 people who graduated from Dunbar between 1930-1955 were contacted. Of these, 402 (26 percent) responded to a 97-item questionnaire modeled after the Questa II survey developed by the Educational Testing Service Secondary School Research Program. In addition, seven teachers, three former principals, and a number of community citizens were interviewed. Comparisons were also made between respondents' level of educational attainment and that of their parents. Respondents felt that Dunbar strongly emphasized and realized its goals of helping students improve their socioeconomic status, preparing them for jobs, encouraging self-discovery, teaching knowledge and skills, preparing for college, developing leadership skills, and preparing for citizenship. A total of 84 percent of respondents felt their teachers were well prepared; 91 percent indicated a positive social atmosphere. Level of educational attainment of Dunbar graduates generally exceeded those of their parents. (LP)

ED 247 190 SO 015 813

Turner, Mary Jane Parisi, Lynn

Law in the Classroom: Activities and Resources.

Revised.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8994-297-0

Pub Date—84

Contract—400-83-0012

Note—405p; For the first edition, see ED 179 468.

Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 (\$24.95 plus postage and handling).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Citizenship, *Citizenship Education, Community Involvement, Constitutional History, Consumer Education, Court Litigation, Criminal Law, Educational Games, Elementary Secondary Education, Field Trips, Justice, *Learning Activities, *Legal Education, Police Action, Resource Materials, Simulation, Social Problems, Social Studies

This K-12 handbook is designed for law and justice professionals who serve as resource persons and for classroom teachers working with resource persons. The book is arranged in four parts. The introduction provides an overview, explains the use of the handbook, presents background for the teacher on using community resources, and offers practical teaching tips for resource persons. Part 2 explains a variety of strategies designed to involve students actively in the learning process. Strategies include case studies, mock trials, moot courts, pro se courts, brainstorming, dilemmas, games, police activities, and field trips. Classroom procedures, instructions for implementation, and several law-related activities targeted for various grade levels are outlined for each strategy. Part 3 contains activities for specific law-related content areas. Activities focus on introducing students to law, individual rights, criminal law, civil law, and civil court procedure. The sections on individual law and civil law are subdivided into categories of freedom of speech, freedom of press, freedom of religion, search and seizure, family law, consumer law, property law, environmental law, and torts. The activities in parts 2 and 3 include 78 reproducible student handouts. Part 4 suggests additional resources, including state and national law-related education programs, multimedia resources, games and software, print materials, and ERIC resources. (LP)

ED 247 191 SO 015 814

[Jennings Randolph Forum (3rd, Washington, District of Columbia, May 20-22, 1984).]

Council for the Advancement of Citizenship, Washington, DC.

Pub Date—4 Jul 84

Note—10p.; Newsletter "Special Action Issue" devoted largely to Jennings Randolph Forum. For 1982 and 1983 reports, see ED 244 844 and ED 244 902.

Journal Cit—CAC Citizenship Education News; v2 n3 Jul 1984

Pub Type—Collected Works - Serials (022) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, Community Action, *Elections, Elementary Secondary Education, Politics, Public Education, Public Policy

Identifiers—Media Role, *Political Action, *Political Campaigns, Political Candidates

This overview of the third annual Jennings Randolph Forum focuses on the role that election campaigns and the political process are capable of playing in citizenship education. Council for the Advancement of Citizenship (CAC) testimony on citizenship education follows a general overview of the conference proceedings. A set of mandates for citizenship education, prepared by conference participants and directed to political parties and candidates, the media, and educational institutions, emphasizes the importance of civic intelligence, critical sensibility, and commitment to community. A CAC Platform Committee statement then emphasizes those mandates that apply directly to political party leaders and proposes specific platform language to both Democratic and Republican Party Platform Committees. The document concludes with "how-to" suggestions for CAC member organizations and local affiliates, outlining immediate action to take; mandates for the 1984 election; and specific mandates for the political parties, the media, and educational institutions. (LH)

ED 247 192 SO 015 815

Richardson, John M., Jr., Ed.
Making It Happen: A Positive Guide to the Future.
U.S. Association for the Club of Rome, Washington, DC.

Spons Agency—George Gund Foundation, Cleveland, Ohio.

land, Ohio.

Report No.—ISBN-0-942718-00-3

Pub Date—84

Note—233p.; Insets and sidebars printed on colored paper and photographs may not reproduce clearly.

Available from—U.S. Association for the Club of Rome, 1525 New Hampshire Ave., N.W., Washington, DC 20036 (\$12.95).

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Change Strategies, Coping, Economically Disadvantaged, Ethics, *Futures (of Society), *Global Approach, Governance, International Relations, Leadership, National Security, Problem Solving, Social Change, Social Problems, Values, World Problems

Identifiers—*Interdependence, United States

This compilation of articles, photographs, commentaries, diagrams, and political cartoons presents positive, practical, and action-oriented core ideas on which to base future-oriented thinking and creative activity. The first of 10 parts presents articles on traditional American principles, ways of facing the future, America's character and strengths, capacity for change, the crisis of centralization, reshaping the machinery of self-government, and social invention. Part 2 deals with values, conservatism, biblical imperatives, ethics, and new goals and values. Part 3 discusses ways in which experts disagree, ecological perspectives, the problem of population, economic realities, and ethical choices. Articles in part 4 examine the meaning of personal and national security and part 5 focuses on growth, the inadequacy of economics, and the search for sustainable futures. In part 6, responsibilities to the world's children, women and global society, and the impoverished world majority are discussed. Leadership is dealt with in part 7, through an examination of Reagan's inaugural address, political obstacles to a global perspective, the anatomy of leadership, and methods for improving national foresight. Articles in part 8 deal with social systems in trouble, organized labor, and technology and the transformation of religion. The final sections present stories of people making an impact on the world and of efforts by the Club of Rome at creating global consciousness. (LH)

ED 247 193 SO 015 816

Peiss, Kathy

Working Class Gender Relationships and Leisure in the United States, 1890-1920.

Pub Date—Jun 84

Note—20p.; Paper presented at the Berkshire Conference on the History of Women (6th, Northampton, MA, June 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employed Women, Females, *Leisure Time, Males, *Recreational Activities, *Sex Differences, Social History, Social Life, United States History, *Working Class

Identifiers—Nineteenth Century History, Twentieth Century

Recent studies of the history of working-class leisure have rested on the conceptualization of leisure as both public and male. A study of the living conditions, recreational activities, and family budgets of white working-class New Yorkers between 1880 and 1920 suggests broad ways in which working women's leisure activities contributed to a definition of working class culture. For both married and single women, working-class forms of leisure held a different meaning than they did for men. Although involved in varying degrees of the network of working-class institutions, employed women did not find the same levels of social, psychological, or economic support in their recreation as did their male counterparts. While working class men had their after-work time free to spend in saloons, fraternal organizations, and political clubs, working women's after-work time was constrained by the demands of household chores. While the male breadwinner was allowed a certain share of the family income for his own personal use, the female worker was not allowed the same privilege and thus was further limited in her leisure activities. As a result of these two factors, working women's leisure activities tended to be based in the household, family, and kinship ties. (LP)

ED 247 194 SO 015 817

Friedman, Judi

Jelly Jam, the People Preserver. Teaching Guide.

An Environmental Manual for Teachers and Parents. Revised Edition.

Report No.—ISBN-0-910812-28-4

Pub Date—84

Note—124p.; For activity book, see SO 015 818. Available from—Our Natural World, Johnny Reads, Inc., 2221 Calexico Way South, P.O. Box 12834, St. Petersburg, FL 33733-2834 (\$10.00 each, quantity discounts available).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, Elementary Education, Elementary School Science, *Environmental Education, Experiential Learning, Independent Study, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Pollution, Reading Instruction, Social Studies, Supplementary Reading Materials, Teaching Methods

Designed for teachers of students in grades 2 through 4, this teaching guide for a self-teaching, interdisciplinary reading and activity program comprises a complete supplemental reading, science, and social studies approach to the problems of environmental pollution. Jelly Jam, a caring little animal, helps children understand how air, water, and land pollution affect their lives and what they can do to help clean up the environment. The guide presents general background information; additional classroom and home activities, ideas, games, questions and answers, experiments, illustrations, and interdisciplinary projects; and the answers to questions and puzzles that are in the children's activity book. The guide is organized into the following sections: foreword and introduction, curriculum suggestions, and using the program: pollution and the environment, air pollution, water pollution, land pollution, population, and additional ideas. A list of recommended books, periodicals, films, records, and other materials for children and adults, the names and addresses of active environmental organizations, and a comprehensive index conclude the document. (LH)

ED 247 195 SO 015 818

Friedman, Judi

Jelly Jam, the People Preserver. An Environmental Self-Teaching Activity Book.

Report No.—ISBN-0-910812-27-6

Pub Date—2 May 83

Note—75p.; For teaching guide, see SO 015 817. Available from—Our Natural World, Johnny Reads, Inc., 2221 Calexico Way South, P.O. Box 12834, St. Petersburg, FL 33733-2834 (\$3.00 each, quantity discounts available).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Elementary Education, Elementary School Science, *Environmental Education, Experiential Learning, Independent Study, Interdisciplinary Approach, Learning Activities, *Pollution, Reading Instruction, Social Studies

Designed for students in grades 2 through 4, this self-teaching, interdisciplinary reading and activity program comprises a complete supplemental reading, science, and social studies approach to the problems of environmental pollution. Jelly Jam, a caring little animal, helps children understand how air, water, and land pollution affects their own lives and what they can do to help clean up the environment. Children read about ecological problems and, through experiments, field trips, plays, songs, coloring activities, crossword puzzles, mazes, and a host of school and family anti-pollution activities, learn real solutions that they themselves implement. The guide also presents self-corrective activities, a word list for vocabulary improvement, and answer pages for student self-teaching. (LH)

ED 247 196 SO 015 819

Chandler, William U.

Improving World Health: A Least Cost Strategy.

Worldwatch Paper 59.

Worldwatch Inst., Washington, D.C.

Report No.—ISBN-0-91468-59-3

Pub Date—Jul 84

Note—70p.

Available from—Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036 (\$4.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cancer, *Cost Effectiveness, *Disease Control, Eating Habits, *Global Approach, Health Education, Health Needs, *Health Pro-

grams, Heart Disorders, Primary Health Care, Resource Allocation, Sanitation, Smoking, Technological Advancement, Water Quality, World Problems

Least-cost health strategies designed to attack the world's leading causes of unnecessary death are explored. Section 1 emphasizes the value of primary health-care procedures—midwifery, maternal education on breastfeeding and weaning, vaccinations, oral rehydration of victims of diarrhea, and antibiotics against respiratory infections—in lowering infant and child mortality in developing countries. Part 2 links the availability of clean drinking water and human waste disposal to diarrheal, tropical, and parasitic diseases. Barriers preventing sanitation development in developing countries are outlined and cost figures are presented. Parts 3 and 4 suggest that the toll of heart disease and cancer in middle age can probably be halved with diet modification and the control of smoking. Educational campaigns for reducing fat and cholesterol consumption, coupled with taxes on tobacco and restrictions on public smoking, are recommended as a way of extending millions of lives into old age at favorable costs. Section 5 offers the best hope of low-cost cures to high-cost diseases such as malaria, sleeping sickness, and the cancers and diseases of the heart. The document concludes that the implementation of the above strategies deserves a high priority because they will effectively and cheaply save the largest number of lives. Eleven data tables supplement the document. (LH)

ED 247 197 SO 015 820

Motomatsu, Nancy R., Ed.

China: A Book of Activities.

Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Grant—NIE-G-80-0021

Note—81p; Covers may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Chinese Americans, *Chinese Culture, Cultural Activities, *Cultural Awareness, Elementary Secondary Education, Ethnic Groups, *Holidays, Learning Activities, Resource Materials

Identifiers—*China

Designed to acquaint teachers and students with aspects of a particular ethnic group's culture, this booklet contains background information and classroom activities related to the Chinese New Year. The first of two parts contains a bibliography of fiction and nonfiction materials, an annotated list of nonprint materials and articles for teachers, and related ERIC documents and abstracts. Over 60 resources produced primarily during the 1970's and 1980's are included in part 1. Part 2 is a unit on the Chinese New Year holiday, although activities may be used throughout the school year as students study about China, its people, and its culture. Section 1 of part 2, background information, provides information about the Lunar New Year, celebration rituals, the kitchen god (Do Gwan), family and community activities, and New Year foods. New Year display objects commonly found in Chinese-American communities are described and the cycle of the 12 animals is discussed. Section 2 of part 2 includes 8 elementary level classroom activities for teaching related topics. The final section in part 2 presents food recipes for the Chinese New Year, community resources, and additional resource and audiovisual materials. (LH)

ED 247 198 SO 015 821

Saunders, Phillip And Others

Master Curriculum Guide in Economics. A Framework for Teaching the Basic Concepts. Second Edition.

Joint Council on Economic Education, New York, N.Y.

Report No.—JCEE-Checklist-335

Pub Date—84

Note—82p; Replaces ED 148 648.

Available from—Joint Council on Economic Education, 2 Park Ave., New York, NY 10016 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Concept Formation, *Concept Teaching, *Curriculum Development, *Decision Making Skills, Economic Change, Economic Climate, Economic Development, Economic Factors, *Economics Education, Educational Objectives, Elementary Secondary Education, Fundamental Concepts, Models, Problem Solving

Intended for curriculum developers, this revised Framework presents a set of basic concepts for teaching K-12 economics. The revision reflects the change and development which the field of economics has undergone and includes improvements suggested by users of the first edition. The purpose of teaching economics is to impart a general understanding of how our economy works and to improve economic decision making by students through the use of an orderly, reasoned approach. Chapters I, II, and III provide a brief introduction to the publication, discuss the elements of economic understanding, and list and describe some basic economic concepts. Chapter IV discusses the broad social goals that seem most important in the United States today, the problem of trade-offs among goals, and the role of self-interest and personal values. Chapter V illustrates the use of a decision-making model with two economic issues involving public policy. The concluding chapter, chapter VI, discusses the grade placement of the economic concepts. (RM)

ED 247 199 SO 015 822

Barber, Jacqueline, Ed. And Others

Nucleography: An Annotated Resource Guide for Parents and Educators on Nuclear Energy, War, and Peace.

Pub Date—Dec 82

Note—119p.

Available from—Nucleography, 2847 Fulton Street, Berkeley, CA 94705.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Books, Disarmament, Elementary Secondary Education, Human Resources, Instructional Materials, *Nuclear Energy, Nuclear Technology, *Nuclear Warfare, Organizations (Groups), *Peace, Resource Materials, World Problems

This selective annotated bibliography is intended for anyone who wants to learn and teach about nuclear technology and its potential implications for humankind. Over 600 resources dealing with nuclear energy, nuclear war, and peace are described. There are eight chapters. Chapter 1 describes informational materials, including journal articles, books, reports, and pamphlets. Psychology and teaching methods are the foci of the second chapter. The third chapter lists curriculum materials for children, teens, and adults. Books for children are described in chapter 4. Audiovisual resources, including films, video tapes, slide shows, and filmstrips are cited in the fifth chapter. Chapter 6 describes periodicals and resource lists. Materials cited in the first six chapters were published during the 1970's and early 1980's; ERIC accession numbers are provided when applicable. Chapter 7 cites organizations active in the area of nuclear technology. The concluding chapter describes human resources in the San Francisco Bay area. Appendices contain the names of contributors and the names and addresses of film distributors. (RM)

ED 247 200 SO 015 823

Richard, Jeremy

Rhetorical Strategies for Music Criticism.

Pub Date—Mar 84

Note—17p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Writing, Higher Education, Interdisciplinary Approach, Learning Activities, Listening Skills, Music Activities, *Music Appreciation, *Music Education, Teaching Methods, *Writing Exercises, Writing Instruction

A step-by-step process links listening, note-taking, composing, and revising in order to make a college level music writing assignment a more instructive and fulfilling exercise. In order to help them focus on the music, students are given a chart in which they divide the piece of music they are listening to into events, and then match these events with the composer's description of the piece, instruments they hear, and their own descriptions. Descriptions are later translated into technical music vocabulary. As a second step, students use this chart to organize a descriptive essay around a thesis of their choice. These initial essays are not graded, but comments are made. Before students write a final version of the essay, the class reviews the concept of an organizing thesis and discusses lead paragraphs. Following the essay exercise, students complete a questionnaire evaluating the music essay exercise. Student responses have indicated a greater understanding of the music and increased satisfaction with music appreciation classroom exercises than with other classroom strategies. (LP)

ED 247 201 SO 015 824

Critical Needs in International Education: Recommendations for Action. A Report to the Secretary of Education.

Department of Education, Washington, DC; National Advisory Board on International Education Programs (ED), Washington, DC.

Pub Date—Dec 83

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Cultural Education, Educational Improvement, Educational Needs, Educational Trends, Elementary Secondary Education, *International Education, National Surveys, *Second Language Instruction, Teacher Education

Identifiers—Nation at Risk (A)

Designed as a response to concerns expressed in "A Nation At Risk," this report offers a rationale and focus for international education in the public schools. Following a preface, the bulk of the document addresses the importance of foreign language and foreign culture education to the United States' national security and economic well-being, the role of foreign language and foreign cultural instruction in elementary and secondary education, and the state of foreign language teacher training. Two additional sections outline 19 specific recommendations for action on local, state, and national levels and report conclusions. Appendices contain the National Advisory Board on International Education Programs membership and charter, and a selected bibliography. (LP)

ED 247 202 SO 015 825

Hartoonian, Michael

Computers and Social Knowledge; Opportunities and Opportunity Cost.

Pub Date—84

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computers, *Educational Needs, *Educational Objectives, Educational Opportunities, Elementary Secondary Education, Equal Education, *Futures (of Society), Higher Education, Intellectual Disciplines, Interdisciplinary Approach, Racial Discrimination, Sex Discrimination, Social Class, *Social Problems

Educators must use computers to move society beyond the information age and toward the age of wisdom. The movement toward knowledge and wisdom constitutes an evolution beyond the "third wave" or electronic/information age, the phase of history in which, according to Alvin Toffler, we are now living. We are already moving into a fourth wave, the microbiotechnological age, which has at its base the powerful combination of the computer and the explosion of knowledge. This fourth wave is driven by knowledge as applied to natural and social phenomena and is aligned with the more traditional notion of subject matter. In the fourth wave computers will be turned more toward specific disciplines and will give up a great deal of their former task as organizers of information; students will need to spend time with computers within subject areas. In order to reach the fifth wave, known as the age of wisdom and judgment, attention must be paid to the concept of opportunity. There must be equal opportunity for computer usage relative to class, race, and sex; there must be fair use of computers across discipline lines; and the computer must be used to help educators teach more knowledge in school programs. (RM)

ED 247 203 SO 015 826

Citizenship Education in Michigan Schools: A Mock Election and Political Awareness Resource Guide. Secondary Level.

Michigan State Board of Education, Lansing.

Pub Date—84
Note—476p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Citizen Participation, *Citizenship Education, *Elections, High Schools, Instructional Materials, Learning Activities, Lobbying, Mass Media, Political Issues, Political Science, *Politics, Resource Materials, Secondary Education, Simulation, Student Responsibility, Student Rights, United States Government (Course), Units of Study, *Voting

Identifiers—Media Role, *Presidential Campaigns, *Presidential Candidates, Special Interest Groups

An eight-chapter resource guide helps high school students become actively involved in the presidential election process. Chapter 1 contains directions for student participation in the 1984 Michigan statewide mock election; these directions are easily adaptable to other state and local mock election projects. Included are sample voter application and balloting forms and planning, scheduling, and election analysis guidelines for teachers. Student activities in chapter 2 have the objectives of examining political philosophies and understanding political terms. Activities in chapter 3 focus on the function, platforms, and histories of American political parties. Chapter 4 examines the role of lobbyists, Political Action Committees, and other special interest groups in the electoral process. Chapter 5, "New Hampshire to November," helps students understand the progression of activities leading up to and including the election. The process of securing a place on the ballot; the roles of committees, caucuses, and conventions; campaign financing; and the electoral college are examined in separate learning activities. In chapter 6, "Campaign Techniques," students study the media, political cartoons, and advertising. The final two chapters, chapter 7 and 8, examine students' rights and responsibilities as voters. An appendix contains resources, acknowledgements, and a copy of the Lobby Registration Act. (LP)

ED 247 204

SO 015 832

Castello, Cynthia

Working Women's Consciousness: Traditional or Oppositional?

Pub Date—Apr 84

Note—31p.; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1984).

Pub Type—Opinion Papers (120) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Collective Bargaining, *Employed Women, Feminism, Labor Conditions, Labor Problems, Sex Bias, *Sex Discrimination, *Strikes, Unions, Work Environment

Identifiers—Consciousness Research, Wisconsin Education Association

Based on an analysis of oral history interviews, this paper examines the events and consciousness surrounding a 1979 strike initiated by 53 female office employees of the Wisconsin Education Association (WEA) Insurance Trust. Faced with sex-discriminatory working conditions, the women at the Trust responded by initiating a strike. For many of the women, the strike was extremely stressful, requiring that single mothers risk financial hardship, that some married women challenge traditional power relationships with their husbands, and that all women confront conventional expectations about proper feminine behavior. Although the strike received little publicity and support from other labor unions, supportive comments in a speech directed to the WEA by Jane Fonda resulted in more publicity, increased support, and confirmation that the strike was a legitimate action. Despite the elimination of the salary schedule, the strike resulted in gains in the area of improved grievance language and strong union input into work rules. In the estimation of many of the Trust women, they had won the strike. By enabling the women to challenge the restrictions of work and family, the strike resulted for many in changes of consciousness including greater self-confidence, outspokenness, and independence. Although some ambivalence was expressed over support for the labor movement in general, for many, the process of striking led to the solidification of women's relationships, a growth in critical consciousness, and a greater identification with feminist issues and working women. (LH)

ED 247 205

SO 015 833

Disbury, Howard F., Jr., Ed.

Creating a Global Agenda: Assessments, Solutions, and Action Plans.

World Future Society, Washington, D. C.

Report No.—ISBN-0-930242-25-4

Pub Date—84

Note—346p.

Available from—World Future Society, 4916 St.

Elmo Ave., Bethesda, MD 20814-5089 (\$14.50).

Pub Type—Opinion Papers (120) — Collected

Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—Action Research, Computers, Developing Nations, Disarmament, Economics, Employment Patterns, Employment Projections, *Futures (of Society), *Global Approach, Humanities, Information Science, International Relations, Nuclear Technology, Nuclear Warfare, Peace, Policy Formation, Technological Advancement, *World Affairs, *World Problems

Identifiers—Latin America

Designed for educational policymakers and researchers, this volume on global issues is divided into four sections. The four essays in the first section, "Reducing the Nuclear Peril," offer a brief documentary survey and then present practical suggestions and action plans to reduce the nuclear threat. The eight papers in the second section, "Elements of a Peaceful World," cover such topics as population and human needs, economic policies for the future, the role of private agriculture in less developed countries, a case study of Latin America, the U.S. Academy of Peace, and the World Federalist movement. The third section, "Responses to Technological Change," covers a wide variety of issues including capitalism in the Information Age, the future of the humanities, technological change and employment policy, lifestyle changes, and informatics-based mass education. The fourth section, "Early Warning Signals," contains two papers concerning computers and the future of privacy, and Orwell and the human prospect. The final section, "A Common Global Project," presents the essence of Senate Joint Resolution 236, relating to cooperative East-West ventures in space as an alternative to a space arms race. (LP)

ED 247 206

SO 015 834

Olcott, Mark Lear, David

The Civil War Letters of Lewis Bissell: A History and Literature Curriculum.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C. Elementary and Secondary Program.

Pub Date—81

Note—436p.; Published by The Field School Educational Foundation Press.

Available from—The Reinhard School, 701 Montgomery St., Laurel, MD 20707 (\$10.00; quantity discount, \$6.00).

Pub Type—Historical Materials (060) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—American Studies, *Civil War (United States), Humanities, Interdisciplinary Approach, Intermediate Grades, *Letters (Correspondence), *Primary Sources, Resource Materials, Secondary Education, Social History, *United States Literature

Identifiers—*Bissell (Lewis)

Designed for use in a one-semester course in U.S. history or literature at the intermediate or secondary level, this collection of the Civil War letters of Lewis Bissell, a Union soldier, is divided into two major parts. Part I (chapters 1 through 5) covers the period of time Bissell spent guarding Washington, District of Columbia. Each chapter corresponds to a change in locale. Part 2 (chapters 6 through 9) covers the time Bissell was involved in combat and is divided by specific campaigns. The firsthand accounts of the war provided in these letters offer students an insider's view of the Civil War as well as insights into human nature, the experience of war, and Northern society. Where relevant, chapters are introduced by historical background information, overviews of the major themes in the letters, items for identification, materials for supplemental study, and background information for using the letters in the literature course. Additional notes to the teacher outline possible texts to use in conjunction with the letters and recommendations for course planning. Appendices contain "An Appeal to the Men of Connecticut," army command structure, a diagram of the armies of the United States, and a "rebel letter." Although designed as a one-semester course, excerpts from this collection can be inte-

grated into intermediate and secondary social studies or humanities units on the Civil War. (LP)

ED 247 207

SO 015 835

Graff, Sandra, Comp.

Global Education Resource Guide.

Global Education Associates, East Orange, N.J.

Pub Date—82

Note—73p.; Photographs may not reproduce

clearly.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Global Approach, Higher Education, Instructional Materials, Resource Materials

Identifiers—*Interdependence, *World Order

Over 700 annotated resources, most of which were produced between 1970 and 1980, are presented in this resource guide which addresses global issues and interdependence from a world order perspective. Arranged into 3 parts, the resources listed in part I primarily provide background material organized under the following subtitles: world order; ecological balance; economic justice; energy; futures; hunger and life style alternatives; peace; population; religion, philosophy, and global spirituality; and social justice. Materials listed under "Action Resources" are intended to aid those interested in speaking, educating others, lobbying, or organizing. Part II lists background resources specifically for educators. Part III lists resource tools for the classroom, presenting separate sections on affective education (education for full human development), art and music, language arts, math and science, physical education, religion, and social studies and history. In most cases, entries include title, annotation, publication date, price, and publisher. The document concludes with a listing of approximately 300 organizations and publishers active in global education. (LH)

ED 247 208

SO 015 836

Graves, Norman J., Ed.

Geography Teaching: New Unesco Source Book.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-0-582-36122-2; ISBN-92-3-101-935-X

Pub Date—82

Note—394p.

Available from—UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106 (\$13.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Cognitive Development, *Comparative Education, *Curriculum Development, Curriculum Problems, Curriculum Research, Educational Improvement, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Geographic Concepts, *Geography Instruction, Learning Strategies, Problem Solving, Scientific Methodology, Teaching Methods

Designed for elementary and secondary teachers around the world, this book presents a variety of strategies, objectives, and content for teaching geography. The first 10 chapters takes a critical look at some of the recent changes in geography and education. Chapter 2 examines learning problems in light of research by Piaget and Bruner. Attention is focused on the nature of concepts, the acquisition of concepts by learners, and the function of language in this process. Chapter 3 outlines several teaching strategies and gives examples of the ways in which they have been applied in France and North America. Chapter 4 examines the use of problem solving in geography. In chapters 5 and 6, the application of the scientific method to solutions of geography problems is explored. Chapter 7 examines the use of topographical and other maps and photographs in documentation. Chapter 8 considers how resources for geography teaching can be organized. Chapter 9 is an attempt to shed light on the problems involved in curriculum planning and construction. The final chapter looks at problems of evaluating geography education, including curriculum evaluation and evaluation of student learning. Notes on how to use this book, a glossary, and a bibliography are included. (LP)

ED 247 209

SO 015 841

Johnson, Paul G. Ed. Machacek, Rosemary, Ed.

Perspectives: Women in Nebraska History.

Nebraska State Council for the Social Studies, Lin-

coln; Nebraska State Dept. of Education, Lincoln.

Pub Date—June 84
Note—246p.

Available from—Paul G. Johnson, Nebraska State Dept. of Education, Box 94987, 301 Centennial Mall South, Lincoln, NE 68509 (\$4.50 prepaid).
Pub Type—Opinion Papers (120) — Collected Works — General (020) — Historical Materials (060)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Artists, Authors, Biographies, Essays, *Females, Feminism, Novels, *Recognition (Achievement), Scholarship, *State History, Womens Studies

Identifiers—Native Americans, *Nebraska, Womens Literature

Seventeen essays direct attention to the lives and achievements of outstanding women in Nebraska history. Most of the women described in the essays did their major work in literature, the arts, education, or some other related human service. Only two essays are not focused on specific women—"Union Maids in Omaha Labor History, 1887-1945," which depicts the role of Nebraska women in the labor movement, and "The Community Builder: Architects of Nebraska," which emphasizes the role that women played in establishing social and civic order, education, and artistic endeavors in their communities. Two essays focus on Native Americans Angel DeCora Dietz (a Winnebago artist and teacher) and the LaFlesche sisters (activists for Indian rights). Remaining essays focus on the lives of other outstanding women, including Dorothy Creigh, writer and authority on the human drama of Nebraska; Leta S. Hollingworth, internationally known psychologist; Virginia Faulker and Bernice Slot, scholars of Willa Cather; Tillie Olsen, author, organizer, and feminist; Sirilda Belva Spicer, black educator and minister; Willa Cather, renowned novelist; Doris Stevens, social activist; Bess Streeter Aldrich, celebrant of the "traditional" woman; Louise Pound, scholar and author; Rose Rosicky, newspaper woman; Elizabeth Honor Dolan, international muralist; Mari Sandoz, historian, biographer, and novelist; and Bess Furman Armstrong, political journalist and press secretary for Eleanor Roosevelt. (LH)

ED 247 210 SO 015 842

Overnight Hearing on Arts Education. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session (February 28, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—84
Note—41p.; Contains many pages of small type.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.
Descriptors—*Art Education, *Educational Legislation, Educational Needs, Elementary Secondary Education, *Federal Legislation, Fine Arts, Hearings, Music Education, Visual Arts

Identifiers—*Congress 98th, Proposed Legislation

This congressional hearing contains testimony supporting the need to strengthen the priority given to arts education in elementary and secondary education. The hearings convened with a panel of witnesses representing the National Endowment for the Arts (NEA), the National Committee on Arts for the Handicapped (NCAH), and the Music Educators National Conference (MENC). The first witness, chairman of the NEA, presented statistics representing the current state of arts education and documented support for arts education by discussing supporting statements of the presidential commission in "A Nation At Risk," the College Board in "Academic Preparation for College," and the Carnegie Foundation in "High School: A Report on Secondary Education in America." The second witness, Lauren Summers (NCAH), gave a personal testimony to the value of art education in her life as a cerebral palsy victim. The third witness, from MENC, then reported on the status of music education, listed suggestions for those interested in the arts, and presented supporting statements from "The Paideia Proposal" and from reports by the Carnegie Foundation and John Goodlad. Prepared statements, letters, and supplemental materials in favor of arts education were also presented by congressional representatives from Vermont, New

York, Wisconsin, and Illinois; a consultant in the arts and education; and representatives from NCAH, the National Art Education Association, the Children's Art Carnival, the Louisville Orchestra, the Alliance for Art Education, and the Lexington Philharmonic. (LH)

ED 247 211 SO 015 843

Baldwin, Harriet. *And Others*
The Development Data Book: Social and Economic Statistics on 125 Countries [and] Teaching Guide.

World Bank, Washington, D. C.
Report No.—0-8213-0313-9; ISBN-0-8213-0312-0
Pub Date—84

Note—60p.; Colored maps and graphs may not reproduce clearly. Answers in Teacher's Guide will not reproduce.

Available from—World Bank Publication Sales Unit, 1818 H St., N.W., Washington, DC 20433 (\$5.00 each).

Pub Type—Guides — Classroom — Learner (051) — Guides — Classroom — Teacher (052) — Numerical/Quantitative Data (110)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Developed Nations, *Developing Nations, *Economic Development, Economics Education, Exports, Geography Instruction, History Instruction, Learning Activities, Map Skills, Population Growth, Quality of Life, Secondary Education, *Social Indicators

Identifiers—Gross National Product, Interdependence, Life Expectancy

Statistics representing social and economic conditions in 125 developed and developing countries with populations of more than one million are presented. The booklet presents a series of maps, charts, graphs and tables representing separate sections on life expectancy, adult literacy rate, population growth rate, gross national product per capita, and merchandise exports, and giving data on other social and economic indicators as well. The accompanying teacher's guide presents learning activities for secondary students who are studying world geography, world history, economics, or current affairs. Activities are organized into sections corresponding with the sections in the data booklet. Within these sections, activities are grouped as follows: understanding the indicator, interpreting the map, understanding the charts, thinking about what you have learned, and supplementary activities. Culminating activities are followed by outline maps of the world, Latin America, and the Caribbean; Southern Europe, the Middle East, and North Africa; and Asia and the Pacific. The guide concludes with a comparative data table and foreign trade chart worksheet. (LH)

ED 247 212 SO 015 844

Social Studies for Georgia Schools. Secondary Program.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—83
Note—135p.; For early childhood and middle school program, see ED 237 436.

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Course Descriptions, Course Organization, *Curriculum Design, Curriculum Evaluation, Educational Objectives, Evaluation Criteria, Lesson Plans, Minimum Competencies, Models, Secondary Education, *Social Studies, State Curriculum Guides, Teaching Methods

The material in this secondary (grades 9-12) curriculum guide is designed to help local Georgia school systems integrate and develop programs that will meet the broad goals of an effective social studies program and also the requirements of the state's competency education program. In the first part, four main curriculum components (knowledge, values and attitudes, skills, and social participation) are discussed in terms of specific teaching goals. Charts tag curriculum components to generalizations, concepts, and facts from the social science disciplines. The next part of the guide discusses the organization of a secondary program around the following strands: global studies, U.S. studies, and behavioral studies. Samples include a course guide using the economic concept of scarcity to highlight elements of a guide, a course outline using history content to show ways a course can be thematically or chronologically organized, and lesson plans using content from citizenship education to chart exemplary lessons in detail. Next, essential elements for planning

a secondary curriculum are given, including a list of strategies for effective teaching and learning and suggestions for measuring student performance. The final part presents general objectives for social studies, matching objectives with organizing concepts and grade level. An appendix provides a sample program evaluation checklist, textbook evaluation criteria, and a supplementary evaluation form. A 12-page annotated bibliography concludes the document. (LH)

ED 247 213 SO 015 845

Bladstein, Burton J.
Discussing Terms: Professions, Professionals, Professionalism.

Pub Date—Apr 84

Note—35p.; Paper presented at the Conference of the Organization of American History (Los Angeles, CA, April 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cultural Context, Cultural Influences, *Definitions, *Historiography, Intellectual Disciplines, *Professional Occupations, *Professional Personnel, Social History, Social Influences, Social Systems, United States History

Identifiers—Historians, Parsons (Talcott), *Professionalism

Throughout history there have always been confusion and even contradictions concerning professionalism. An occupation can be considered a profession in one country and not another, and in one historical period and not another. One contribution to this confusion is the explanation of the social system by Talcott Parsons and others, which has framed too narrowly and too cognitively the terms of the discussion of professions. Missing from this explanation were two of the most active cultural ingredients in the mixture of motives for professionalization. First, professionalism gave priority to the autonomous individual agent exhibiting a degree of creativity and personal independence of mind in social activity. Second, professionalism allowed a person to prepare in a context where the substance or content of a field could make an intrinsic difference in creating a professional identity, e.g., in medicine, disease composed such a content. To help answer the question "Who is a professional?", professional historians should give more attention to the cultural ambiguities internal to their own subject. (RM)

ED 247 214 SO 015 846

Orasco, Cecilio
Culture: Responsibility in Teaching.

Pub Date—83
Note—9p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (14th, Tucson, AZ, November 2-5, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Cultural Awareness, Cultural Influences, Cultural Traits, *Culture, Definitions, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Higher Education, History Instruction, *Multicultural Education, Problem Solving, *Teaching Methods, Values

Teachers of culture must know and teach the rationale, the origins of the values and activities, or the problem-solving techniques of the culture being studied. Culture is the totality of the ways in which a group of people solve their basic problems at a given moment in time. As groups of people develop and come in contact with other groups, they share their knowledge and put at each other's disposal their unique ways of solving basic problems. Some of these ways are refused, others adopted or adapted. By studying the way that the problem-solving strategies of a people have evolved, students learn reasons for a culture. For example, to learn about Chicano culture, it is necessary to know and understand three civilizations that contributed to what the Chicano is today: Spanish, Native American, and Mestizo. The obligation to help students understand civilizations that have contributed to a culture is not limited to cross-cultural teaching; it has equal weight in the study of the American culture. (RM)

ED 247 215 SO 015 847

Dwinell, Patricia L. Hogrebe, Mark C.
Differences among Ability Groups in Participation in the Performing Arts at the High School Level.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, Dance, Debate, Drama, Educational Research, Females, High Schools, High School Seniors, Males, Orchestras, *Participant Characteristics, Performance, Singing, *Student Participation, *Theater Arts

Identifiers—High School and Beyond (NCES)

Using data from the National Opinion Research Center's 1980 national survey, "High School and Beyond," relationships between an overall measure of ability and participation in performing arts activities were examined for 21,479 high school seniors from 1,015 public and private schools. A low positive relationship was found between participation and ability, a relationship that was similar for both males and females. A similar low relationship was found between participation and various demographic variables. Comparing statistics on participation in performing arts between males and females, the report stated that more females than males participate in chorus, dance, debate, and drama, and that participation between males and females is about the same in band and orchestra. (IM)

SP

ED 247 216

SP 023 942

Duncan, David F.

Priorities for Health Education.

Pub Date—82

Note—10p; Keynote address at the Initiation of the Alpha Alpha Chapter of Eta Sigma Gamma (1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accidents, Birth, *Educational Needs, *Health Education, Immunization Programs, Mental Health, Nutrition Instruction, Occupational Safety and Health, Older Adults, Patient Education, *Relevance (Education), School Health Services, Smoking, Social Attitudes, Violence, Well Being

Twelve priority areas for health education in the 1980s are identified, based on the magnitude and seriousness of the problems addressed; the solidity of the research base; and the likelihood that health education may facilitate improvement in the area. The twelve areas are: (1) cigarette smoking; (2) aging and the aged; (3) mental health; (4) violence (car accidents, suicide, homicide); (5) nutrition; (6) job-related hazards and risks; (7) use of medical resources; (8) childhood immunizations; (9) healthy births; (10) comprehensive school health education; (11) bias and discrimination; and (12) wellness education. (JD)

ED 247 217

SP 024 783

Shimizu, Atsumi

The Teaching Materials System in Japan.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—NIER-OP-02/84

Pub Date—May 84

Note—17p

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Foreign Countries, *Government Role, *Instructional Materials, Public Schools, *Resource Allocation

Identifiers—Japan

An overview is given of the state of teaching materials and aids used in schools in Japan. In section I, an outline is presented of the Japanese system of providing teaching materials. Several laws and regulations regarding the provision and use of textbooks are described, including: (1) school education law; (2) law concerning the organization and functions of local education administration; (3) school management regulation; (4) courses of study; (5) industrial education promotion law; (6) law for the promotion of science education; and (7) law concerning the National Treasury's share of compulsory education

expenses. Attention is given to: the role of the Ministry of Education, Science and Culture; boards of education; and schools in respect to the promotion and use of teaching materials. The different types of teaching materials typically used in Japan are detailed in section II: books and other printed materials; maps and wall charts; and audiovisual aids. Section III discusses expenditures for teaching materials, including those covered by the government and those covered by parents and students. Section IV discusses the situation and effectiveness of the utilization of teaching materials, including books and other printed materials, maps and wall charts, and audiovisual aids. A list is presented of the dissemination rate of audiovisual equipment in the public schools. (JD)

ED 247 218

SP 024 784

Kawakami, Yasuo

The School Textbook System in Japan.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—NIER-OP-04/84

Pub Date—May 84

Note—18p

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, Foreign Countries, Government Role, Instructional Materials, Public Schools, *Textbook Content, *Textbook Evaluation, *Textbook Preparation, Textbook Publication, *Textbooks, *Textbook Standards

Identifiers—Japan

In this paper on the school textbook system in Japan, information is provided on the school textbook system during the post-war period. Topics discussed in this area include: (1) the establishment of the school textbook authorization system; (2) improvements to the school textbook system; (3) putting the free school (public school) textbook system into practice; and (4) reorganization of the school textbook adoption system. A section about the mechanism of the present school textbook system includes discussions on: (1) production and distribution of school textbooks; (2) number of types and copies needed of school textbooks; (3) the mechanism of the authorization system and of school textbook adoption; and (4) school textbook publishers. The school textbook system of the future is discussed with suggestions for improvement in such areas as textbook research and the writing, compilation, authorization, adoption, evaluation, and distribution of textbooks. (JD)

ED 247 219

SP 024 866

Fisher, Janet M.

A Developmental Study of Static Postural Control and Superimposed Arm Movements in Normal and Slowly Developing Children.

Pub Date—[83]

Note—44p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Human Posture, *Motor Development, *Motor Reactions, *Neurological Impairments, Perceptual Motor Coordination, Physical Development, Physical Education, *Psychomotor Skills

Identifiers—Arm Movements

Selected electromyographic parameters underlying static postural control in 4, 6, and 8 year old normally and slowly developing children during performance of selected arm movements were studied. Developmental delays in balance control were assessed by the Cashin Test of Motor Development (1974) and/or the Williams Gross Motor Coordination Test Battery (1973). Twenty-four normally developing and six motorically awkward children performed three different static balance tasks, in three different conditions, while eight different muscle groups were monitored electromyographically. Normally developing children displayed little or no difference in the amount of muscular activity involved in postural control with or without a superimposed weighted arm movement. Slowly developing children exhibited higher levels of muscular activity in maintaining postural control when weighted arm movements were superimposed than when they were not. The average level of muscular activity observed in static postural task performance decreased with age for normally developing children, while there was no consistent relationship between age and level of muscular activity for slowly

developing children. The implications of these findings are discussed in relationship to working with slowly developing children in motor control. (Author/JD)

ED 247 220

SP 024 907

Boyles, Linda R. And Others

The Human Health, Growth, and Development

Curriculum.

Blanchard Memorial School, Boxborough, MA.

Pub Date—84

Note—132p

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developmental Stages, Elementary Education, Family Life Education, *Health Education, Health Services, *Human Body, *Individual Development, *Sex Education, Well Being

This health and human development curriculum for grades 1-6 contains tips for teachers and overviews of the philosophy behind teaching these topics to elementary school students. The section on health education is structured around ten content strands: (1) health knowledge, attitudes, decisions, and behavior; (2) emotional and social health; (3) growth and development, senses, and the nervous, skeletal, circulatory, muscular, and respiratory systems; (4) safety and first aid; (5) preventive health care, illness, and disease; (6) nutrition and the digestive system; (7) environment, conservation, and pollution; (8) health information, products, and services; (9) dependency-causing substances, product safety, and product abuse; and (10) health organizations. A listing is provided, appropriate to each grade level, of the concepts, vocabulary, related topics, and suggested instructional materials dealt with in each strand. Information is presented on the inclusion of sex education in the human growth and development curriculum, and the school's perceived responsibility for sex education is discussed. The human growth and development curriculum addresses issues commonly encountered in the areas of health, psychology, sociology, and human sexuality. The five strands are: (1) the individual and personality; (2) the family; (3) peers and the environment; (4) physical growth and reproduction; and (5) male and female sexuality. Each strand includes concepts, vocabulary, activities, and appropriate resources. (JD)

ED 247 221

SP 024 910

Pooler, Anne E.

Teacher Education for a Technocratic Society.

Pub Date—28 Apr 83

Note—21p; Paper presented at the Annual Conference of the New England Educational Research Organization, Inc. (Rockville, ME, April 27-29, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Field Experience Programs, Futures (of Society), Higher Education, Liberal Arts, Needs Assessment, Preservice Teacher Education, *Program Improvement, *Schools of Education, *Teacher Education Programs, Teacher Effectiveness

Identifiers—University of Maine Orono

In an effort to redesign an undergraduate teacher preparation program at the University of Maine (Orono), field research was conducted gathering attitudes and opinions from educators, students, and special interest groups (e.g., State Board of Education, State Teacher's Association). Data were gathered from questionnaires, group sessions, and invited testimony. Participants gave their opinions on what elements should be contained in an effective teacher education program. Students gave their opinions on what were the most and least helpful courses in their program. Responses indicated that practitioners and students agreed that a redesign of the program was necessary. With this preliminary information, a team composed of practitioners identified 12 principles of effective teaching and 13 principles of effective teacher preparation. Based upon these principles, a model was constructed proposing specific innovations, including liberal arts, professional preparation teams, human development, instructional skills and professional seminars, field experiences, and evaluative processes. Appended to this report is a list of the identified principles for effective teachers and teacher preparation, a statement on the mission of the college of education, and an example of a typical four-year program. (JD)

ED 247 222 SP 024 919

Soheib, Nabil Ahmed Amer
Competency-Based Teacher Education (C.B.T.E.):
A Basic Strategy to Educational Improvement
Worldwide.

Pub Date—Apr 84

Note—44p; Paper presented at the Annual International Seminar for Teacher Education in the 80's and 90's (4th, London, England, April 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Accountability, Change Strategies, *Competency Based Teacher Education, *Curriculum Development, Faculty Development, Foreign Countries, Higher Education, Preservice Teacher Education, *Program Effectiveness, Program Evaluation, *Teacher Behavior, *Teacher Effectiveness, Teacher Evaluation, Teaching Methods

Competency Based Teacher Education (CBTE) is examined as a means of providing a systematic approach to handling educational complexity which will lead to modernizing teacher education. Analysis and discussion are offered on: (1) what CBTE consists of and how it functions; (2) CBTE as an educational reform movement in the United States; (3) societal changes underlying the development of the CBTE concepts; (4) use of the systems analysis approach as a fundamental process for CBTE curriculum development; (5) knowledge, performance, and product criteria used in CBTE assessment; (6) basic elements comprising CBTE instructional modules; (7) personalization and individualization of CBTE programs; (8) CBTE as a continuing learning process for inservice teachers; (9) systematic evaluation of CBTE programs; (10) the CBTE program developed at the University of Toledo; (11) competency statements on planning, teaching materials, instructional techniques, communication with learners, learning reinforcement, and professional standards; (12) changes in the faculty role in a CBTE program; and (13) the use of CBTE in an international setting. (JD)

ED 247 223 SP 024 931

Paine, Nigel

How to Write Self-Assessment Questions. Open Learning Papers. (Revised Version).

Scottish Council for Educational Technology, Glasgow.

Report No.—SCET-OLP-402

Pub Date—Nov 83

Note—27p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Independent Study, Instructional Materials, *Learning Strategies, Questioning Techniques, *Self Evaluation (Individuals), Study Guides, *Teaching Methods

This paper introduces the use of self-assessed questions (SAQ) in interactive learning material. SAQs have two related but separate functions in learning materials: SAQs sustain the student's concentration and breaks up the text, and SAQs help the student assess progress of learning at a particular point in the material. Examples are given of these functions of SAQs. Descriptions and examples of types of SAQs are given: (1) multiple choice; (2) true/false; (3) matching; (4) sequencing; (5) completion; (6) one word answers; (7) filling in blanks; and (8) short prose answers or direct questions. Samples are presented of two case studies with analysis of what the student was expected to do or accomplish. A list of conclusions and recommendations on using SAQs is included. (JD)

ED 247 224 SP 024 932

Paine, Nigel

Cost Learning Materials. A Hypothetical Case Study. Open Learning Papers.

Scottish Council for Educational Technology, Glasgow.

Report No.—SCET-OLP-302

Pub Date—Jul 83

Note—11p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cost Estimates, Curriculum Development, Elementary Secondary Education, Independent Study, Instructional Materials, *Material Development, Media Selection, Resource Materials, *Teacher Developed Materials, Unit Costs
This case study presents information on the actual

cost of teachers' producing their own learning and instructional materials. The figures reflect the various elements that go into materials development and would need to be considered for similar undertakings. Descriptions of and average costs are given for 10 material development activities: (1) research and pre-writing; (2) writing; (3) course design; (4) secretarial and administrative tasks; (5) layout and typesetting; (6) pilot testing; (7) proofing; (8) print and production; (9) miscellaneous; and (10) training. In addition, unforeseen costs that were absorbed or not charged are listed. The sums listed reflect the cost of developing approximately 60-80 hours of student learning material. Recommendations are given on points to be considered when the decision to develop materials is made. (JD)

ED 247 225 SP 024 939

Horton, Daniel, Jr. Summers, Jerry

A Decade of Change in Teacher Education: Results of a Ten-Year Study on Quality and Personal Characteristics of Teacher Candidates.

Pub Date—May 84

Note—18p.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, Career Choice, Commuting Students, Enrollment Rate, Grade Point Average, Higher Education, Longitudinal Studies, Preservice Teacher Education, Residential Patterns, *Schools of Education, Scores, Secondary School Teachers, *Student Characteristics, *Student Teachers, Teacher Characteristics, Teacher Effectiveness, Transfer Students

Identifiers—*Indiana State University, Scholastic Aptitude Test

Data are presented on characteristics of secondary school teacher education candidates at Indiana State University (ISU). Most of the 11 charts present comparisons of students' grade point averages (GPA) in relation to another variable, such as major, Scholastic Aptitude Test (SAT) score, etc. There is a 10-year difference between the student populations compared, usually with the first group representing students who were at ISU between 1971-73, and the second group representing students who were at ISU between 1981-83. Comparative data and GPA data are presented on such variables as: (1) total enrollment in the secondary school student teaching experience; (2) majors of the secondary school teacher education candidates; (3) average SAT scores of selected university groups (teacher candidates and non-teacher candidates); (4) average age of student teachers at the time of application for student teaching; (5) student teachers who commute and those who do not commute; (6) major characteristic of a good teacher as identified by student teachers; (7) major characteristic of an incompetent teacher as identified by student teachers; (8) student teacher population, grouped according to the amount of academic credit transferred to Indiana State University; (9) student teachers categorized according to number of hours worked per week; (10) number of student teachers who indicated certain selected factors contributing to their choice of teaching as a profession; and (11) profile of the typical Indiana State University student teacher. (JD)

ED 247 226 SP 024 942

Dupuis, Mary M. Fagan, Edward R.

The Basic Skills of Prospective Teachers: How Well Do They Read/Write/Speak?

Pub Date—15 Apr 83

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 15, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Education Majors, *Evaluation Methods, Higher Education, Measures (Individuals), Minimum Competencies, Preservice Teacher Education, *Reading Skills, Secondary School Teachers, *Speech Skills, *Student Evaluation, Teacher Effectiveness, *Writing Skills

Identifiers—Pennsylvania State University
Included in the Pennsylvania State University teacher education program for secondary school teachers is a requirement that students demonstrate ability to read, write, and speak effectively in professional situations. The basic assessment procedure in these skills is conducted before the student teaching experience. The assessment includes three parts: (1)

the Nelson-Denny Reading Test; (2) the Criterion-Referenced Test of Reading/Writing Competence (CRT); and (3) a videotaped speaking assessment. The development and implementation of these procedures is described, and information is given on: (1) how the Nelson-Denny Reading Test is administered and scored; (2) reading objectives established by the CRT (understanding the professional vocabulary, ability to answer literal level comprehension questions, ability to answer inferential level comprehension questions, and ability to interpret information from tables); (3) the rating system used in scoring the CRT; (4) the methods of rating and evaluating the videotaped speeches; and (5) the results of the assessments and evaluation of their reliability and validity. Some discussion is included on the test scores of the university's prospective teachers. A discussion is also presented on conclusions drawn from the demonstrated reliability and validity of the assessment procedures. (JD)

ED 247 227 SP 024 967

Cross, K. Patricia

Societal Imperatives: Needs for an Educated Democracy.

Pub Date—23 May 84

Note—22p; Paper presented at the National Conference on Teaching Excellence (Austin, TX, May 23, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Learning, *Community Colleges, *Continuing Education, Democracy, *Educational Objectives, Futures (of Society), *Individual Differences, *Lifelong Learning, School Effectiveness, Student Needs, Two Year Colleges

One of the perennial problems with universal education is the diversity in achievement it brings to the average classroom. Educational structures are needed that not only accept individual differences but also offer explicit recognition of their value to a democratic society. Young people growing up in the information society are going to have to know how to locate information when they need it, and how to analyze, synthesize, interpret, and apply information as it relates to their individual interests and potentials. The long-term improvement of education must be achieved by slow, complex actions built up through community support and strong leadership at the local level. Lifelong learning must be the goal for all educational systems. With this imperative, the rise of community colleges is significant. The challenge to community colleges is to prepare students for their future as lifelong learners and to instill positive attitudes toward learning. Such colleges can demonstrate to students that they are capable of learning and that learning is a useful, satisfying skill that will serve them well throughout their lives. Community colleges can provide the cognitive skills that serve as the basic tools for lifelong learning. (JD)

ED 247 228 SP 024 986

Noddings, Nel Shore, Paul J.

Awakening the Inner Eye. Intuition in Education.

Report No.—ISBN-0-8077-2751-2

Pub Date—84

Note—236p.

Available from—Teachers College Press, Columbia University, New York, NY 10027 (\$26.95, cloth; \$20.95, paper text edition).

Pub Type—Opinion Papers (120)—Information Analyses (070)—Books (010)

Document Not Available from EDRS.

Descriptors—Affectation, *Affective Behavior, *Cognitive Processes, *Creative Teaching, Curriculum Development, Educational Strategies, Elementary Secondary Education, *Humanistic Education, *Intuition, Psychological Needs, Student Teacher Relationship, Teacher Effectiveness
This book discusses the meaning, importance, and uses of intuition. In the first chapter the development of the conceptual history of intuition is traced from the ancient seers, religion, art, psychology, and philosophy. In chapter 2, work which has contributed to the development of intuition as a philosophical and psychological concept is reviewed. In the third chapter, the domains and range of intuition are explored. In chapter 4, a framework is established, built on the notion of "intuitive mode," and intuitive thinking is differentiated from analytic thinking. In chapter 5, ways of enhancing intuitive modes are considered. In the sixth chapter, a variety of specific suggestions are offered for intuitive arrangement

and presentation of subject matter, together with rationales for their acceptance and implementation. In chapter 7, "Intuition, Love, and Education," it is emphasized that intuition is active in the teacher-student relationship and that teaching may enhance both moral and intellectual sensitivity in students. The eighth chapter deals with recent writings on intuition and their implications for creative teaching. A final chapter on "Conclusions" completes the book. (JD)

ED 247 229 SP 024 988

Woolman, David C.

A Future Education for Peace and World Development: The True World of Johan Galtung and Educational Reconstruction.

Pub Date—Jan 84

Note—17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, Educational Change, *Educational Philosophy, *Educational Sociology, Foreign Countries, Futures (of Society), Global Approach, Holistic Approach, Peace, *School Role, Self Actualization, Social Action, Social Change, *Social Theories, Values

Identifiers—*Galtung (Johan)

A study analyzed the educational thoughts of Johan Galtung, a Norwegian social scientist, internationally respected as an educator, researcher, and political theorist. Galtung's interests in education are focused on the socio-structural role which schools perform in societies at different stages of development. An attempt was made to measure the relevance of Galtung's thought for past and present advocates of the American philosophy of educational reconstructionism. Representative publications by nine reconstructionists, representing the progression of this school of thought from the 1920s to the present, were studied and compared with Galtung's thoughts to determine similarities and differences. Findings are presented in summary format based on five research questions concerning: (1) the main elements of Galtung's thought regarding the educational structures needed to realize conditions that foster peaceful social interaction; (2) Galtung's ideas on the ends and means of the development process and its implications for educational practice; (3) the type of future world Galtung considers necessary to assure peace and social development, and how education will figure in this design; (4) strengths and weaknesses identifiable in Galtung's theories as a result of critical analysis of their conceptual and logical structures; and (5) similarities and differences between Galtung's educational ideas and those of American educational reconstructionists. (JD)

ED 247 230 SP 025 002

The American Teacher. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.

Spons Agency—Metropolitan Life Insurance Co., New York, N.Y.

Pub Date—Jun 84

Note—73p.

Available from—Metropolitan Life Insurance Co., One Madison Ave., New York, NY 10010 (free).

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Change Agents, Educational Assessment, Educational Improvement, Educational Needs, *Elementary School Teachers, Elementary Secondary Education, Government Role, Job Satisfaction, Merit Pay, National Norms, Performance Factors, *Public School Teachers, *Secondary School Teachers, *Teacher Attitudes, *Teacher Characteristics, Teacher Evaluation, Teaching (Occupation)

A report is given on the attitudes of elementary and secondary public school teachers toward public education in the United States. Data were obtained by a nation-wide survey of 1,981 teachers. The report summarizes responses and information on: (1) major study findings; (2) a profile of teachers in the United States; (3) the job satisfaction of the American teacher; (4) teachers' ratings of their own schools; (5) teachers' views on the seriousness of

problems in the schools; (6) teachers' reactions to various suggestions for improving the schools; (7) teachers' attitudes toward merit pay and various measures of their performance; and (8) teachers' attitudes toward federal involvement in education. Thirty-two tables present teachers' attitudes and ratings in response to the questionnaire. The first appendix outlines the survey methodology; the second is a copy of the questionnaire used in the survey. (JD)

ED 247 231

Kindig, L. E. Mrvos, S. R.

Coping with Low Back Pain.

Pub Date—Jun 84

Note—26p.; Paper presented at the Alumniversity, University of Georgia (Athens, GA, June 17-22, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Exercise, *Human Body, *Human Posture, Injuries, Life Style, Muscular Strength, *Physical Therapy

Identifiers—*Back (Human Anatomy), *Pain

Guidelines are offered for the prevention and relief of lower back pain. The structure of the spine is described, and the functions and composition of spinal disks are explained. A list is included of common causes of abnormalities of the spinal column, and injuries which may cause the fracture of the vertebrae are described. Factors causing low back distress are listed, including insufficient flexibility, leg length discrepancy, habitual posture faults, and lack of abdominal muscle strength. A questionnaire is included which may help an individual to identify the likelihood of backache and health factors which could cause problems. Exercises are described which will test muscles for strength and flexibility and also prevent back pain. Drawings of the structure of the spinal column are included, as well as the movements in the preventive exercises. (JD)

ED 247 232

Mitchell, Judith Ann

A Learning Society.

Pub Date—84

Note—14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Educational Benefits, Elementary Secondary Education, *Lifelong Learning, Preservice Teacher Education, *Relevance (Education), Student Educational Objectives, *Student Interests, *Student Motivation, Teacher Education Curriculum, *Teaching Skills, Values Clarification

The routinization and ritualization of school reflects, in part, an emphasis on acquisition of knowledge and technical mastery of skills rather than understanding and the ability to apply information to new situations. A societal environment needs to be created that promotes learning as more than an aggregation of facts and answers to test questions. Researchers should examine more carefully understanding, values, and attitudes acquired through schooling, rather than the effectiveness of one method over another in terms of achievement. Administrators should place more emphasis on learning environments in schools and less on the bureaucratic structures used to systematize them. Schools of education must prepare teachers who are open-minded, knowledgeable, and skillful in creating a participatory learning experience for students. A carefully designed teacher education curriculum which balances subject-matter knowledge with professional education is needed. Teacher preparation students must become aware of the interdisciplinary nature of knowledge, and how times, events, inventions, people, and ideas interact to form the human experience. (JD)

ED 247 233

Monahan, William G. And Others

Extended Programs: Reactions from Member Institutions and from Established Programs. Final Report of the AACTE Task Force on Extended Programs.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date—Dec 83

Note—25p.

SP 025 050

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Curriculum Development, Degrees (Academic), Higher Education, Internship Programs, Preservice Teacher Education, Program Development, *Program Length, Schools of Education, Student Attitudes, *Teacher Attitudes, *Teacher Education Programs, *Teacher Educators, *Time Factors (Learning)

Identifiers—American Association of Colleges for Teacher Educ., *Extended Degree Programs

Results of an open-ended, five-question inquiry sent to sample members of the American Association of Colleges for Teacher Education (AACTE) are presented and discussed. The questionnaire sought to probe into how AACTE members feel about the concept of an extended or five-year program for preparing prospective teachers. Questions concerned: (1) faculty discussion of and openness to extended programs; (2) reaction from the "field" to extended programs; (3) major problems foreseen; (4) respondent's individual point of view about extended programs; and (5) AACTE's position on extended programs. Results of the limited survey suggested that there are significant concerns and mixed views about the advisability of any aggressive advocacy on the part of AACTE in behalf of extended programs. A summary is presented of responses to the survey questions, and some interpretive comments are offered. Views from deans and/or directors of already established extended programs are also presented, with reference to questions and concerns that were raised by survey respondents. An analysis findings of the study is accompanied by a recommendation to AACTE on future efforts. (JD)

TM

ED 247 234

Jones, Douglas H. And Others

A Statistical Method for Identifying Racial Overrepresentation in Special Education Placement. Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

Report No.—ETS-PSR-TR-83-42; ETS-RR-83-39

Pub Date—Aug 83

Note—46p.

Available from—Educational Testing Service, Publications Order Services, Dept. I-101, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Elementary Secondary Education, Mental Retardation, *Minority Group Children, *Racial Discrimination, Sampling, *Special Education, State School District Relationship, *Statistical Analysis, Statistical Studies, *Student Placement

The discovery of disproportionate minority enrollments in special education classes has been a subject of considerable concern to federal, state, and local education officials alike for the past decade. Because the existence of disproportions is frequently thought to result from discriminatory placement practices on the part of local school districts, many state agencies are implementing methods for detecting and taking action against offending districts. This paper discusses some of the methodological problems inherent in existing methods for determining disparities in special education placement and offers an alternative to presently-used methods. The alternative offered can be used for the simultaneous comparison of disparity across many districts and several diagnostic categories. (Author)

ED 247 235

Haenn, Joseph F. And Others

Effective Score Reporting of Non-Norm-Referenced Assessment.

Measurement Inc., Durham, NC.; RMC Research Corp., Arlington, Va.

Spons Agency—Maryland State Dept. of Education, Baltimore

Pub Date—Apr 84

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in Appendix A.

Pub Type—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)—Information Analyses (070)

TM 840 137

SP 025 052

TM 840 363

SP 025 058

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Information Utilization, *Minimum Competency Testing, *Scores, Secondary Education, Surveys, Test Construction, Testing Programs, Test Results, *Test Use

Identifiers—Maryland Functional Testing Program, *Test Reporting

The Maryland State Department of Education issued a request for proposals to develop a score reporting system for the Maryland Functional Testing Program. RMC Research Corporation conducted a literature review of extant literature and developed a national survey of non-norm-referenced test score reporting practices. This comprehensive analysis of current practice in, and research on, the reporting of results of functional testing programs was conducted under contract to Measurement, Incorporated. A literature review revealed limited material about score reports for functional testing programs. The literature recommended that score reports include a testing program description, presentation of results in an audience-appropriate manner, and inclusion of cautions about the limitations of interpretation inherent in the score. A national survey of state and local score reporting practices was designed. On the basis of survey results, several recommendations were made concerning simple, concise, and clearly labelled report design; inclusion of only that information necessary to the user; support documents; interagency communication; standardization of test results interpretation; narrative results summaries; and classification data for district comparisons. (DWH)

ED 247 236 TM 840 372

Anrig, Gregory R.
Educational Standards, Testing and Equality.
Pub Date—17 May 84

Note—17p; Paper presented at the Annual Civil Rights Institute of the National Association for the Advancement of Colored People Legal Defense and Educational Fund (Brown v. Board of Education—30 Years Later: The Politics of Excellence, New York, NY, May 17, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Standards, *Achievement Gains, *Black Students, Elementary Secondary Education, Equal Education, Racial Differences, Test Bias, Test Results

Identifiers—National Association Advancement Colored People

At the heart of the recent drive for excellence and school reform is a call for stronger educational standards. The most ignored fact in the recent reports on excellence is that Black students are better prepared for this period of reform than ever before: Black students' test scores are improving nationwide; the gap between Black and White students' test scores is closing dramatically, though not at the expense of White students; and participation of Black students in demanding academic courses has increased significantly. Many organizations representing minorities have concerns about testing, assuming that if Black students perform less well, the test must be biased. First, test publishers must make sure that the test is indeed not biased; and if it is not, it should be used to focus public attention on unequal educational opportunities. Several recent trends should be considered warning signals: increasing high school dropout rates among Black students, declining enrollment of Black students in higher education, and the continuing gap between Black and White students' test scores. Vigilance is needed to ensure that the drive for excellence will protect and enhance the hard-won gains in equality of the last 30 years. (BW)

ED 247 237 TM 840 381

Doolittle, Allen E.

Interpretation of Differential Item Performance Accompanied by Gender Differences in Academic Background.

Pub Date—Apr 84

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Higher Education, *Item Analysis, Mathematics Achievement, Research Design, *Sex Differ-

ences, *Test Bias, Test Items

Identifiers—ACT Assessment, *Differential Item Performance

The definition of differential item performance (DIP), often referred to as item bias, is discussed. DIP is suggested as a comprehensive term to encompass item bias (item invalidity which is unfair to certain population subgroups) and instructional bias (a valid reflection of group differences in instruction or background). This study investigated the plausibility of an instructional bias interpretation of DIP as it results from gender differences on mathematics achievement items. The data from a national administration of the Mathematics Usage subtest of the ACT Assessment was used in the investigation. The results indicated that there was the large instructional effect as predicted. However, there was also a smaller, gender effect on the performance of some items. (Author/DWH)

ED 247 238 TM 840 382

Frierson, Henry T., Jr. And Others
Interventive Effects on Nursing State Board Exam Scores for Graduates of a Traditional Black College.

Pub Date—25 Apr 84

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Analysis of Covariance, *Black Students, *College Graduates, Higher Education, Intervention, Minority Groups, *Nurses, Occupational Tests, Scores, Standardized Tests, *Teaching Methods, *Test Coaching, Test Wiseness

The study examined associated treatment effects on State Board Examination (SBE) scores of two predominantly black nursing classes who had been exposed to different intervention methods: (1) the teaching of effective test-taking skills, and (2) a combination of that instruction with learning team methods. The SBE performance of the two groups who received intervention was compared with each other and with a control group who received no intervention instruction. Both groups receiving intervention attained significantly higher scores than the control group. However, the group exposed to both effective test taking instruction and learning team methods had a mean SBE score significantly higher than the other two groups. Results indicated that cooperative learning, coupled with effective test taking techniques, assisted students in acquiring, processing, and applying information on comprehensive standardized tests. (Author/DWH)

ED 247 239 TM 840 384

Mullis, Ina V. S.

Issues and Answers: What Will NAEP Tell Us?

Pub Date—Apr 84

Note—17p; Paper presented at the Joint Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Educational Assessment, Educational Objectives, Educational Policy, Elementary Secondary Education, Intellectual Disciplines, National Programs, Student Characteristics, Test Construction, Test Results, *Test Use

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) approach to developing assessments is described. NAEP will solicit views concerning assessment objectives and use the consensus approach. NAEP results can impact educational policy and school and classroom practices. Several policies have been adopted to provide improved information about specific subject area achievement. Subject areas will be selected to address issues of national concern and information needs. Each biennial assessment will include four subject areas. Subject area assessments will be more closely integrated and related and will include reading. Innovative item development will be assured through adoption of several policies. Each subject area assessment will contain open ended items and assessment of higher order reasoning skills will be emphasized. Assess-

ment results will be more useful to a variety of audiences as a result of NAEP adoption of new policies. An increased scope of student level and school level background information will be collected. The collection of background information about teachers that can be directly related to student achievement has been initiated. Types of information may be classified as program related variables, impact of policies and practices, effect of teaching strategies and school curricular policies related to specific subject areas, and equal learning opportunity. (DWH)

ED 247 240 TM 840 385

Gonzalez-Tamayo, Eulogio

An Item Content Criterion of Debiasing a Test.

Pub Date—84

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Difficulty Level, *Hispanic Americans, Item Analysis, Language Dominance, Minority Groups, *Test Bias, *Test Items, Test Validity

Identifiers—California Achievement Tests, *Item Content Criterion

An item content criterion, independent of the test psychometric characteristics, of classifying items as biased is described. It was used with a sample of female adults in a training program for administrative secretaries. The minority group in the study were Hispanic immigrants. The majority group was a mixture of Blacks, English speaking Caribbeans, and Hispanics born in the continental United States or those who attended American schools. The impact of removing biased items on the validity coefficient and the groups' mean scores was investigated. The elimination of biased items reduced the mean difference in the predictor between the majority and minority groups, thus improving the test's validity. The most discrepant items by the Transformed Item Difficulty (TID) method and the items with unacceptable difficulty differences between the groups were compared with the items detected as biased by the item content criterion. The greatest similarity was found between the item content criterion and the unacceptable difficulty differences. (Author/DWH)

ED 247 241 TM 840 392

Quan, Baldwin And Others

Microcomputer Network for Computerized Adaptive Testing (CAT). [Final Report, FY81-83].

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-84-33

Pub Date—Mar 84

Note—134p; For program listings, see TM 840 393.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adaptive Testing, Adults, Aptitude Tests, Bayesian Statistics, *Computer Assisted Testing, Computer Software, *Enlisted Personnel, *Microcomputers, Military Training, Occupational Tests, *Program Evaluation

Identifiers—Apple II, Armed Services Vocational Aptitude Battery

Computerized adaptive testing (CAT) offers the opportunity to replace paper-and-pencil aptitude tests such as the Armed Services Vocational Aptitude Battery with shorter, more accurate, and more secure computer-administered tests. Its potential advantages need to be verified by experimental administration of automated tests to military recruit applicants whose subsequent training and job performance could be correlated with their CAT performance. A hardware and software system was developed for experimental administration of computerized aptitude tests to military personnel. A network of microprocessors was used, with each testing station including an Apple III personal computer. Eight such computers shared a 10 million byte Winchester disk containing the data base of items, programs, and examinee records. This report contains the system and user documentation. (Author/DWH)

ED 247 242 TM 840 393

Quan, Baldwin And Others

Microcomputer Network for Computerized Adaptive Testing (CAT): Program Listing.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-84-33-Suppl

Pub Date—Mar 84

Note—397p; For related document, see TM 840

392.
Pub Type—Non-Print Media (100)
EDRS Price—MF01/PC16 Plus Postage.
Descriptors—*Adaptive Testing, *Bayesian Statistics, *Computer Assisted Testing, *Computer Software, *Microcomputers, *Reference Materials
Identifiers—PASCAL Programming Language

This program listing is a supplement to the Microcomputer Network for Computerized Adaptive Testing (CAT). The driver textfile program allows access to major subprograms of the CAT project. The test administration textfile program gives examinees a prescribed set of subtests. The parameter management textfile program establishes a file containing the testing strategies and parameters given to examinees. The test manager textfile program provides file maintenance of tests; allows creation of new tests and editing of test questions; lists tests to file, console, or printer for verification; and writes subtests from the hard disk to a floppy disk. The examinee manager textfile program allows access to and editing of examinee records; lists examinee's test scores; removes or modifies an examinee record; controls examinee access to the CAT system; and lists the status of examinees in the system. The strategy manager textfile program allows access to data structures used by different strategies of CAT methods; currently, only a Bayesian method is implemented. The graphics management program includes the graphics editor driver and main menu graphics procedures. The CAT diagnostic program is a procedure for detecting problems in the CAT system files. The miscellaneous textfiles program initializes and formats files. (DWH)

ED 247 243 TM 840 412

Worthen, Blaine R.
Proposal Review Guidelines and Instruments: A Manual for External Review Panels.
Wasatch Inst. for Research and Evaluation, Logan, UT.

Spons Agency—Utah State Office of Education, Salt Lake City. Office of Curriculum and Instruction.

Pub Date—Aug 82

Note—110p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Evaluators, *Grants, *Program Proposals, Proposal Writing, Resource Materials, Training

Identifiers—*Elementary Secondary Education Act Title IV, Requests for Proposals

Based on 3-year evaluation of Utah State Office of Education (USOE) programs funded and operated under Title IV of the Elementary and Secondary Education Act, this manual suggests steps and procedures for use by the USOE or other similar agencies responsible for soliciting and reviewing proposals for funding of educational programs. Steps include: (1) eliciting high-quality proposals by using clear Requests for Proposals and model proposals; (2) preparing for the proposal review by carefully selecting reviewers and structuring panels, setting professional standards, controlling bias, properly preparing the proposals, developing the review instruments (criteria and rating forms), and providing specific instructions and training for reviewers; (3) conducting the proposal review process smoothly and objectively by appointing a coordinator (the program officer of the funding agency and/or a hired consultant), by completing individual reviews before panel reviews, and by making clear, consistent recommendations; and (4) presenting the proposal review results to the funding agency, including a technical summary of each recommended application and a pre-funding cover memorandum (a general description of the review process and the final recommended dollar amount of the award). Appendices contain support materials to illustrate and facilitate these procedures. (BS)

ED 247 244 TM 840 413

Coleman, Geraldine J., Ed.
Questions and Answers about the Michigan Educational Assessment Program.

Michigan State Board of Education, Lansing.

Pub Date—Jul 83

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, *Educational Objectives, *Educational Testing, *Elementary Secondary Education, *Intellectual Disciplines, State Programs, *Testing Programs,

Test Results, Test Use, Test Validity
Identifiers—*Michigan Educational Assessment Program

This pamphlet presents answers to the most frequently asked questions about the Michigan Educational Assessment Program (MEAP). They include questions about the history of MEAP, its costs, subject coverage, test validity, the type of tests, administration of the tests, and use of MEAP results. (BW)

ED 247 245 TM 840 414

Regulation of Standardized Testing in Kentucky.

Research Report No. 209.

Kentucky State General Assembly, Frankfort. Legislative Research Commission.

Pub Date—Jan 84

Note—36p.; Appendix A contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Entrance Examinations, Educational Testing, Elementary Secondary Education, Higher Education, *Standardized Tests, *State Legislation, Test Use

Identifiers—California, *Kentucky, New Jersey, New York, *Test Disclosure

The Subcommittee on Truth in Testing of the Interim Joint Committee on Education was formed in response to Senate Resolution 43 of the 1982 Kentucky General Assembly. Its task was to study the questions regarding the effectiveness and equity of standardized testing, which has become an important part of the academic experience of public school children and a major factor in determining who is admitted to professional programs in such fields as medicine, dentistry, and law. The subcommittee was required to determine whether legislation regarding disclosure of test data was needed in Kentucky. The subcommittee heard testimony, both pro and con, over an eight-month period from test publishers and test sponsors, admissions officers, and representatives of the National Education Association and the Kentucky Education Association. On the basis of that testimony, summarized in the report, the subcommittee concluded that there was little support in Kentucky for disclosure legislation. Therefore, none was recommended. Disclosure legislation from California, New York, and New Jersey is appended. (Author/BW)

ED 247 246 TM 840 415

Winfield, Linda F.

The Relationship between Instruction, Grades, and Achievement of Chapter I Students.

Pub Date—Apr 84

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Achievement Tests, *Compensatory Education, Difficulty Level, Elementary Education, *Evaluation Methods, Grades (Scholastic), *Program Effectiveness, Scores, *Student Placement, Textbook Content

Identifiers—*Education Consolidation Improvement Act Chapter 1

The purpose of this pilot study was to investigate the relationship between achievement, teacher-reported letter grades, and instructional levels in a sample of 100 Chapter 1 students who had participated in the program for two years. For each student, third grade and fifth grade California Achievement Test scores, end-of-year letter grades, and instructional book level were analyzed. The results of a multiple regression analysis indicated that 72 percent of the variance in fifth grade reading achievement and 58 percent of the variance in fifth grade math achievement could be explained by third grade achievement, instructional levels at third and fifth grade, letter grades at third and fifth grade, and school. The principal components extracted in an exploratory factor analysis were third grade instructional level, fifth grade instructional level and third grade achievement for reading, and third grade and fifth grade instructional level for math. The results suggest that instructional placement levels over time, in addition to analysis of standardized achievement gains in math and reading, might provide more realistic estimates of program impact. (BW)

ED 247 247 TM 840 416

Rachal, Janella Hoffman, Lee McGraw

The Relationship between Service Schedule, Additional Services, and Student Gain in a Statewide Grade 2 Compensatory Education Program.

Louisiana State Dept. of Education, Baton Rouge.

Office of Research and Development.

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, *Cost Effectiveness, Elementary School Mathematics, Language Arts, Primary Education, *Program Effectiveness, *Remedial Instruction, State Programs, Test Results

Identifiers—Louisiana

This study examined the relationship between student performance in language arts and mathematics following state-funded remedial services addressing identified deficient skills and variables selected to represent potential additional instruction in these same skills: participation in Chapter 1, participation in special education, and retention in the grade at which the pretest had been administered. The students were those who had been administered the Louisiana Basic Skills Test in 1982 and who had received remedial services in 1982-83. For students who were retained in Grade 2 the posttest was the 1983 Grade 2 Basic Skills Test; promoted students were administered a parallel test developed for the program's evaluation. All of the analyses controlled for students' pretest scores. In general the results showed no difference in performance after remediation between students who had been promoted or retained, those in special or regular education, those receiving or not receiving Chapter 1, and those provided with remedial services at different times during the school year. Students who qualified for remediation in both subject areas had lower post-program performance than those who qualified in a single subject. (Author)

ED 247 248 TM 840 417

Licata, Joseph W.

Rethinking Policy Directions for Federal Support of Educational Research.

Pub Date—17 Apr 84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Educational Policy, *Educational Research, *Federal Aid, Financial Support, Information Dissemination, *Public Policy, Researchers, Research Utilization, Resource Allocation

The author takes the position that federal support for basic research should be increased. The suggestion is made that the National Institute of Education sponsor a mapping of fields of inquiry in education and endeavor to bring patterns of support in line with ongoing inquiry in education. Increased support for new research and new researchers in considered necessary in continuing the basic research capability in education. In addition, there is a call for expanded efforts in building a national dissemination network. (Author/BW)

ED 247 249 TM 840 418

Oja, Sharon Nodie

Role Issues in Practical Collaborative Research on Change in Schools.

Pub Date—Apr 84

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Action Research, Agency Cooperation, Case Studies, *Cooperation, *Educational Researchers, Group Dynamics, *Teachers

This paper addresses one major question: What unique perspectives and skills does the university researcher, in interaction with the teacher/practitioner, contribute to help a collaborative research/evaluation team identify its research and achieve its goal? Case analysis of a recently completed National Institute of Education Project (Action Re-

search on Change in Schools) has generated several possible responses to this major question. These responses include how the university researcher contributes to an effective and efficient group process; establishes a norm of support for risk-taking and role-changing; and broadens individual perspectives by probing the practitioners' experience bases. Other subquestions explored in similar fashion include: What responsibility does the researcher have to the reality and practicality of the research to be undertaken? What responsibility does the researcher have to limit the team's research to that which has generalizable results, and to identify and/or ignore side issues which are introduced? (BW)

ED 247 250 TM 840 419

Hendrick, Irving G. MacMillan, Donald L.
The Role of Mental Testing in Shaping Special
Classes for the Retarded, 1900-1945.

Pub Date—23 Apr 84

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compulsory Education, *Educational History, Educational Policy, Elementary Secondary Education, Individual Differences, *Intelligence Tests, *Mental Retardation, Severe Mental Retardation, *Special Education, *Student Placement

Identifiers—Council for Exceptional Children, Terman (Lewis M)

This paper reviews the history of the placement of mentally retarded students during the first half of this century. In 1900, it was generally assumed that custodial care of feebleminded persons was necessary to protect society. Severely retarded students were regularly excluded from public school attendance. Soon school officials began adopting behavioral management and instructional strategies for coping with students who advanced through the school system more slowly than expected. The schools had achieved nearly universal pupil enrollment, making pupil differences a serious challenge to educators. Not surprisingly, special classes sprang up, and alternative instructional approaches and promotion policies were considered. A perceived need for sorting students encouraged the development of intelligence tests. Though low mental test scores and grades contributed to special placement decisions, teacher judgments always played a large part in making special education assignments. During the 1920's, educators showed increased confidence in intelligence tests and their use for classification. In contrast, the International Council for the Education of Exceptional Children, founded in 1922 by a group of educators, was designed primarily to emphasize the education of the "special child," rather than identification or classification. Though services were being extended, difficulties for special education continued to mount until the dramatic changes of the 1960's. (BW)

ED 247 251 TM 840 421

Arocena, Martin A. Curtis, Jonathan J.
Same Bilingual Preschool Project, Different
Gains; What Happened?

Austin Independent School District, Tex. Office of
Research and Evaluation.

Report No.—AISP-ORE-83.48

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Office of Research and evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education Programs, *Classroom Research, Educational Objectives, *Language Acquisition, *Preschool Education, *Program Effectiveness, Teaching Methods, Time on Task

Identifiers—Austin Independent School District TX

During the 1982-83 school year the Austin Independent School District implemented a successful bilingual preschool project. However, class A was more successful than class B in terms of results on the Peabody Picture Vocabulary Test-Revised. To

understand what factors may have led to greater effectiveness, data were gathered from the two classes with structured classroom observations and teacher interviews. Based on the results, the following recommendations are made: (1) increase the amount of time dedicated to formal and informal learning; (2) reduce the time students spend working in independent learning centers; (3) use two languages for instruction, but use English as the predominant language; (4) use a variety of instructional materials, including high level thinking materials; (5) rotate students to new groups for instruction when their language level changes; (6) conduct the entire instructional period in one language and then translate briefly to students who do not understand; and (7) set language development as the main goal of the class for the school year. (BW)

ED 247 252 TM 840 422

Polydorides, Georgia
School-Based Evaluation and External Examination
Evaluation in the Greek Educational System.

Pub Date—Apr 83

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Admission Criteria, College Admission, *College Entrance Examinations, *Essay Tests, Foreign Countries, Graduation Requirements, Higher Education, High Schools, *National Programs, *Scoring, Standardized Tests, Test Bias, Testing Problems, Testing Programs

Identifiers—*Greece

This study compared the different modes of evaluation at work in Greece's secondary school graduation and university admission process. The goals of the study were (1) to provide background information regarding the contribution of in-school assessment scores and external examination scores to higher education admissions decisions, and (2) to provide information on the external examination essays evaluation process. The first goal addressed questions of bias introduced in each evaluation procedure by the student's socioeconomic background and geographic origin by comparing the average score achieved in school with the average score achieved in the external examination. Informal interviews were undertaken to pinpoint some of the reasons for the differences observed between the two modes of evaluation. The second goal addressed questions of the validity of teachers-examiners' assessment of essay-type papers in the national examinations. It involved a comparison of the average score assigned by the two official examiners with the average score assigned by two other independent teachers. (BW)

ED 247 253 TM 840 424

Alexander, Karl L. Pallas, Aaron M.
School Sector and Cognitive Performance: When
Is a Little a Little. Report No. 350.

Johns Hopkins Univ., Baltimore, Md. Center for
Social Organization of Schools.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—Feb 84

Grant—NIE-G-83-0002

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Catholic Schools, Cognitive Development, High Schools, Private Schools, *Public Schools, *Research Problems, *School Effectiveness, Selective Admission, Student Characteristics

Identifiers—Coleman (James S), *High School and Beyond (NCES), *Public and Private Schools (Coleman et al)

Coleman, Hoffer and Kilgore's claims regarding the effects of Catholic schools on cognitive achievement have evoked much controversy. Critics have argued that the cross-sectional testing data Coleman et al. used could not distinguish differential sector effectiveness from selection effects, i.e., that Catholic schools enroll students of superior academic competency. The First Follow-Up (1982) of the High School and Beyond Base Year Sophomore Cohort allows a stronger design for studying this issue.

Using sophomore test performance to control for input-level differences in competency while predicting senior year test performance in several cognitive domains, the "common school" effect found by Coleman and his colleagues disappears. The omission of such input controls leads to a substantial upward bias in the estimate of Catholic sector effects on achievement. The best estimate of the Catholic sector effect on cognitive growth from the sophomore to senior year, using aggregate sophomore-to-senior year change in performance as a yardstick, is about two-thirds of a year's growth. Differences of this magnitude are judged to be substantially trivial because they correspond to less than .1 standard deviations in test performance. Sector differences in test performance are too small to warrant the attention they have received. (Author/BS)

ED 247 254 TM 840 425

Schunk, Dale H.
Self-Efficacy and Classroom Learning.

Pub Date—Apr 84

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Secondary Education, Expectation, Feedback, *Learning Motivation, Learning Theories, Performance Factors, *Self Concept, Self Evaluation (Individuals), Student Attitudes, *Student Characteristics, Student Motivation, *Teaching Methods

Identifiers—Goal Setting, *Self Efficacy, Social Comparison, Strategy Training

This article discusses the role of perceived self-efficacy during classroom learning of cognitive skills. Self-efficacy refers to personal judgments of performance capabilities in a given domain of activity. Students enter classroom activities with various aptitudes and prior experiences, which affect their initial sense of self-efficacy for learning. During task engagement, students may assess self-efficacy by utilizing cues made cognitively salient by educational practices and which convey information about their capability to acquire knowledge and skills, such as performance outcomes, attributions, situational circumstances, outcome patterns, perceived model similarity, and persuader credibility. In turn, heightened learning self-efficacy enhances motivated learning, or motivation to acquire knowledge and skills. Research findings are presented showing how different educational practices affect self-efficacy. Future research needs to determine how students derive efficacy information from multiple cues and to specify in finer detail how the cognitive processes involved in understanding instruction and appraising self-efficacy influence one another. (Author)

ED 247 255 TM 840 426

Lampe, Richard E.
Self-Scoring Accuracy of the Kuder General Interest Survey.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 19-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Interest Inventories, Junior High Schools, Profiles, *Scoring, Student Interests, Testing Programs, Test Reliability, *Vocational Interests

Identifiers—*Kuder General Interest Survey (Form E), *Self Scoring Tests

This study examines the accuracy of the self-scoring efforts of 306 eighth-graders on the Kuder General Interest Survey (GIS), and suggests possible methods to improve self-scoring accuracy. The GIS is widely used to assist junior high school students with their educational and vocational planning. After the administration of the test by English teachers (not aware of the research), the students' self-scored sections were checked for accuracy by an independent counter. Analysis results indicated sizable student error (94 counting errors were of magnitude 10 or more) that could definitely change the shape of a student's interest profile. Factors contributing to scoring error were not isolated. Suggestions for survey administrators to reduce self-scoring error in-

clude: provide adequate time; carefully supervise the students' pin hole placements and scale use; have students recheck their counts; or use the machine scored version. (BS)

ED 247 256 TM 840 427
Subkoviak, Michael J. Harris, Deborah J.
A Short-Cut Statistic for Item Analysis of Mastery Tests: A Comparison of Three Procedures.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Secondary Education, *Item Analysis, Latent Trait Theory, *Mastery Tests, Pretests Posttests, *Test Construction, Test Items

Identifiers—*Agreement Statistic (Subkoviak and Harris)

This study examined three statistical methods for selecting items for mastery tests. One is the pretest-posttest method due to Cox and Vargas (1966); it is computationally simple, but has a number of serious limitations. The second is a latent trait method recommended by van der Linden (1981); it is computationally complex, but has a number of theoretical advantages. The third method, the agreement statistic proposed in this paper, parallels the latent trait method in many respects; but it is computationally simple, like the pretest-posttest procedure. A total of 81 distinct data sets were simulated; and the three item selection methods were applied to each data set for the purpose of studying relationships among the methods. The correlation between the latent trait method and the agreement method was substantial, suggesting that the latter might be recommended as a practical alternative to the former for classroom use. The results for the pretest-posttest method tended to confirm its reputed limitations. (Author/BS)

ED 247 257 TM 840 428
Ligon, Glynn Wilkinson, David

Sliding Up Candidates for a New Achievement Test.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83.57

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Cost Effectiveness, Elementary Secondary Education, Evaluation Criteria, Public Schools, Rating Scales, Test Interpretation, Test Reliability, *Test Selection, Test Validity

Identifiers—*Austin Independent School District TX

Inspired by four recent decisions to change achievement tests used in the Austin Independent School District, the separate forms used and procedures followed have been combined into a systematic approach intended for use in future achievement test selections. A rating scale (Attachment 1) was developed to expedite a systematic comparison among possible achievement tests, and to allow a weighting of the factors to be rated according to the school system's needs. Five groups of experts (parents, teachers and principals, testing staff, central administration, and the board of trustees) have varying responsibility for rating the five factors critical to making the best choice: technical soundness; logical feasibility; instructional validity; financial affordability; and interpretational ease. The Fatal Flaw Principle (occurring when an essential factor is rated unacceptable) can eliminate a test outright, and the Shoo-In Principle (occurring when a clearly superior rating is given on a critical factor) will select a single test outright. An outline of eight procedural steps for the selection process and the contexts in which they are appropriate is attached. (BS)

ED 247 258 TM 840 429

Oosterhof, Albert C. Salisbury, David F.

Some Measurement and Instruction Related Considerations Regarding Computer Assisted Testing.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Criterion Referenced Tests, Feedback, Higher Education, *Instructional Design, *Instructional Improvement, Remedial Instruction, *Test Construction, Test Reliability, Test Validity

Identifiers—*Florida State University

The Assessment Resource Center (ARC) at Florida State University provides computer assisted testing (CAT) for approximately 4,000 students each term. Computer capabilities permit a small proctoring staff to administer tests simultaneously to large numbers of students. Programs provide immediate feedback for students and generate a variety of reports for instructors. Courses using the ARC for testing are required to provide an optional retest opportunity for students. Course objectives, test items, and related instructional materials have been developed by teams of instructors with an expert in testing and instructional development. The ARC experience has identified three measurement and two instructional design considerations crucial to the effectiveness of CAT operations in instructional environments: test quality; confidence in mastery decisions; maintenance of test validity; the quality of instructional objectives; and extended feedback following testing. The lack of effective methods to clarify test-identified learning deficiencies is the greatest weakness in the present ARC operation. Guidelines for producing and evaluating instructional objectives, test questions, and remediation procedures should be a central component of future CAT software documentation. Inappropriate computer applications to testing will have unfavorable effects on both the quality of instruction and the perceived benefits of educational measurement. (BS)

ED 247 259 TM 840 430

Scruggs, Thomas E. And Others

Spontaneously Employed Test-Taking Strategies of High and Low Comprehending Elementary School Children.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Confidence Testing, Interviews, *Learning Disabilities, Multiple Choice Tests, Primary Education, *Reading Tests, Testing, *Test Wiseness

The present investigation was intended to provide information on the type of strategies employed by learning disabled (LD) students on standardized, group-administered achievement test items. Of particular interest was level of strategy effectiveness and possible differences in strategy use between LD and non-disabled students. Students attending resource rooms and regular third grade classes were administered items from reading achievement tests and interviewed individually concerning the strategies each had employed in answering the questions and level of confidence in each answer. Results indicated that (1) LD students were less likely to report use of appropriate strategies on inferential questions, (2) LD students were less likely to attend carefully to specific form demands, and (3) levels of confidence reported by LD students were inappropriately high. (Author)

ED 247 260 TM 840 431

Kulick, Edward Dorans, Neil J.

The Standardization Approach to Assessing Unexpected Differential Item Performance.

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, Individual Differences, *Mathematical Models, Performance Factors, Sample Size, *Statistical Analysis, *Test Bias, *Test Items

Identifiers—Outliers, Scholastic Aptitude Test

A new approach to assessing unexpected differential item performance (item bias or item fairness) is introduced and applied to the item responses of different subpopulations of Scholastic Aptitude Test (SAT) takers. The essential features of the standardization approach is to control for differences in subpopulation ability before making comparisons between subpopulation performance on test items. By so doing, it removes the contaminating effects of ability differences from the assessment of item fairness. The approach is capable of identifying rare individual instances (outliers) of unexpected differential item performance (that can sometimes be attributed to unfair content), as well as differences on groups of items which might be attributed to the fact that these items are measuring different attributes in different subpopulations. (Author)

ED 247 261 TM 840 432

Lang, Robert M.

Strategies for Improving Teacher-Made Tests.

Pub Date—[83]

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, Essay Tests, Guidelines, Multiple Choice Tests, Objective Tests, *Teacher Made Tests, *Test Construction, Test Items

In this practical, easy-to-use guide, suggestions are made for setting educational objectives and preparing a teacher-made test. Specific suggestions are made for selecting items for essay tests, multiple choice tests, completion tests, matching tests, and true-false tests. (BW)

ED 247 262 TM 840 433

Ethington, Corinna A. Wolfe, Lee M.

A Structural Model of Sex Differences in Mathematics Achievement Using Tetrachoric and Polyserial Measures of Association.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correlation, *Mathematics Achievement, Mathematics Instruction, Mathematics Skills, *Models, *Path Analysis, Performance Factors, Predictive Measurement, School Attitudes, Secondary Education, Secondary School Mathematics, *Sex Differences, Student Attitudes, Verbal Ability

Identifiers—High School and Beyond (NCES)

An extensive body of research indicates that men on the average achieve higher scores in mathematics than women. Despite this extensive research, conclusions about sex differences in mathematics achievement have suffered from various inadequacies in the use of measures of association among coursework experiences, sex, and other correlates of mathematics achievement. This paper addresses these issues by estimating a latent-construct causal model of mathematics achievement with a mixed matrix of tetrachoric, polyserial, and product-moment correlations. This model of mathematics achievement is a block-recursive model. Mathematics achievement of high school seniors is considered to be a function of sophomore mathematics and verbal abilities, attitudes toward mathematics, and exposure to mathematics. The model was tested using data from the first follow-up of the nationwide, longitudinal study "High School and Beyond." Based on a covariance-structures model of the process of mathematics achievement and appropriate measures of the associations among the variables in the model, it was found that this process differs for men and women. (Author/BW)

ED 247 263 TM 840 434

Student Achievement in Illinois: An Analysis of Student Progress. [Second Annual Illinois Student Achievement Report.]

Illinois State Board of Education, Springfield. Evaluation and Assessment Section.

Pub Date—Feb 84

Note—103p.; For a previous edition, see ED 237 536.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, College Entrance Examinations, Elementary Secondary Education, Institutional Characteristics, Local Norms, National Norms, *State Programs, Student Characteristics, *Student Evaluation, Testing Programs, *Test Results, *Writing Evaluation

Identifiers—American College Testing Program, High School and Beyond (NCES), *Illinois, *Illinois Inventory of Educational Progress, Scholastic Aptitude Test

This second annual report on student achievement in Illinois describes and synthesizes the results of four different achievement measures: the Illinois Inventory of Educational Progress (IIEP), High School and Beyond Test, Scholastic Aptitude Test, and the American College Test. This report provides an analysis of student progress across years, from basics to advanced skills in reading, grammar, mathematics, science, and for the first time, an analysis of student writing samples from the IIEP. This study was conducted to answer four major questions: (1) how well are Illinois students performing in academic subjects as compared to students in other parts of the nation and the nation as a whole?, (2) how well are the students in 1983 doing in comparison to students of previous years?, (3) how well can Illinois students write?, and (4) what student and school characteristics are related to achievement of Illinois students? (BW)

ED 247 264

TM 840 435

Firestone, William A.

The Study of Loose Coupling: Problems, Progress, and Prospects.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—26 Apr 84

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Institutional Characteristics, Interprofessional Relationship, Leadership, *Organizational Theories, *Research Methodology, Research Needs, *School Administration, *School Districts, Surveys, Test Construction

Identifiers—*Loose Coupling Theory

Some meanings of the term "loose coupling" are offered, and ties between it and other concepts used to describe organizations are suggested. One research program designed to measure the degree of coupling in schools through survey methods is described, and the methodological and substantive results of that work are summarized. The paper concludes by suggesting several directions for future research, including new issues and new research approaches. A five-page bibliography is appended. (BW)

ED 247 265

TM 840 436

Knuckle, Essie Proax Campbell, Alfonso L.

Suitability of Neuropsychological Test Norms with Black Adolescents.

Pub Date—Feb 84

Note—9p.; Paper presented at the Annual Meeting of the International Neuropsychology Society (12th, Houston, TX, February, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Black Students, Junior High Schools, *Neurological Organization, Perception, Student Evaluation, Test Interpretation, *Test Norms, Test Validity

Identifiers—Benton Visual Retention Test, *Neuropsychological Measures, Neuropsychology, Purdue Pegboard Test, Symbol Digit Modalities Test

Inasmuch as blacks and other ethnic minorities have not been included in normative studies of most neuropsychological tests, the validity of these measures with these populations is questionable. The present study examined the suitability of selected neuropsychological test norms with 100 "normal"

(Mean Wechsler Intelligence Scale for Children-Revised, Full Scale I.Q. 99.52), black adolescents who were 12 and 13 years of age at the time of testing. The neuropsychological tests selected for this study included the Benton Visual Retention Test-Revised, the Symbol Digit Modalities Test, and the Purdue Pegboard Test of manual dexterity. Results show that when published norms were used to evaluate the performances of these subjects, an unacceptably high number of misclassification errors sometimes resulted. (Author/BW)

ED 247 266

TM 840 437

Rose, Janet S. Huynh, Huynh

Technical Issues in Adopting the APT for District-wide Teacher Evaluation.

Pub Date—Apr 84

Note—34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, *Interrater Reliability, School Districts, *Teacher Evaluation, Test Bias, *Test Reliability

Identifiers—*Assessments of Performance in Teaching, *Charleston County School District SC

As part of a new teacher evaluation program initiated by the local school board, the Charleston County School District (South Carolina) adopted the Assessments of Performance in Teaching (APT) as a major evaluation tool to assess the teaching performance of annual contract teachers. Since evaluation procedures can ultimately lead to teacher dismissal, it was incumbent upon the district staff to ensure the appropriateness of the APT and its technical quality for a population of teachers wider than those for whom the instrument was designed. A study was conducted on approximately 250 teachers to examine the inter-observation and inter-rater reliability of the APT for various groups of teachers: special education teachers, Chapter 1 teachers, elementary, middle and high school teachers, black teachers and white teachers. Agreement indices were calculated for individual items to identify teacher behaviors which reduced reliability and for which observers need additional training and practice. Other local concerns addressed by the study focused on differences in the ratings of principals versus district staff and ratings of observers evaluating teachers within their own field of certification versus observers evaluating teachers in fields outside their own. (Author)

ED 247 267

TM 840 440

Pearlman, Mari Ann

Theory and Practice: The Revised Joint Technical Standards and Test Construction.

Pub Date—Apr 84

Note—17p.; Paper presented at the Joint Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, Racial Discrimination, Sex Discrimination, *Standards, *Test Bias, *Test Construction, Test Items

Identifiers—*Standards for Educational and Psychological Tests, *Test Content

Two of the standards contained in the third draft of the new Joint Technical Standards for Test Development and Revision are discussed: Standard 3.13, mandating the use of multicultural material and the avoidance of material offensive to any major ethnic, cultural, or gender group; and Standard 3.14, mandating research and subsequent test revision to eliminate aspects of test design, content, or format that might serve to bias test scores positively or negatively for any given group. In evaluating these standards, test developers must keep in mind the purpose of the test being developed. They should also realize that these two standards imply that including multicultural material will ensure that major subgroups will see material familiar to them and thus score better on the test (an assumption that is unproven). Research addressing this assumption must study items with two characteristics: (1) that differential performance has been detected on these items, and (2) that the context of the items can be changed to a context relevant to subgroup culture without altering the essential task. This is almost

impossible. The fourth draft of the Standards revised these two standards. Standard 3.13 (now 3.5) was made more general and less prescriptive; and the two standards were separated. (BW)

ED 247 268

TM 840 441

Ghatula, Elizabeth S. And Others

Training Cognitive-Strategy Monitoring in Children.

Pub Date—Apr 84

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Associative Learning, Learning Processes, *Learning Strategies, *Metacognition, Primary Education, Skill Development, Teaching Methods

Identifiers—*Monitoring, *Strategy Training

Second-grade children were given general training in monitoring the utility of strategies, the affective consequences of strategy use, or no strategy-monitoring training. They then performed an associative learning task, first without strategy instructions and then with instructions to use either an effective or ineffective strategy. All training conditions produced short-term maintenance of the effective strategy, but only the strategy-utility training resulted in long-term maintenance. Subjects given strategy-utility training abandoned the ineffective strategy at a higher rate than children given strategy-affect or no training. Responses to metamemory questions indicated that only in the strategy-utility condition was strategy efficacy a prime consideration in strategy-use decisions. This experimental evidence bolsters the case for including monitoring instruction in multicomponent training packages aimed at producing durable strategy use. (Author)

ED 247 269

TM 840 442

Powell, George D.

The Use of Mark-Sense Readers in Evaluation.

Pub Date—Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, Elementary Secondary Education, *Evaluation Methods, Optical Scanners, Program Evaluation, School Districts, Scoring, Surveys, *Test Scoring Machines

Identifiers—Mark Sense Forms, *Mark Sense Readers

The purpose of this paper is to discuss the utility of mark-sense readers in locally produced evaluations. The term mark-sense reader refers to a class of electronic devices that convert marks made on a paper sheet to electronic information by means of either electrical or optical sensing of the marks. The most common use of mark-sense readers has been for scoring multiple choice tests. However, the availability of inexpensive mark-sense readers has increased the number of evaluation-oriented tasks that can be accomplished with the aid of such readers. These tasks include: (1) test scoring of diagnostic, placement, or locally made tests; (2) data collection from surveys and polls; (3) evaluation of training sessions and courses; and (4) data entry of demographic and descriptive information on students. Preceding this discussion on how mark-sense readers can be and have been used to perform these tasks is a brief background section explaining some of the requirements for use of mark-sense readers in terms of hardware and software. (BW)

ED 247 270

TM 840 443

Kulik, James A.

Uses and Misuses of Meta-Analysis.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, *Meta Analysis,

*Research Methodology, Research Problems, Statistical Data

Identifiers—Replication

Meta-analysis does not solve all the problems encountered in qualitative research reviews, but it holds out some hope for increasing the reliability and dependability of a reviewer's conclusions. Several developments in meta-analysis are cause for optimism. First, different meta-analyses are doing work in the same areas, leading to increased confidence in meta-analytic results. Second, meta-analysts are beginning to include their raw data in their reports, helping readers to pinpoint the exact studies that lead to disagreements in conclusions about an area. Third, reviewers are comparing results from unrelated meta-analyses, which will eventually lead to a better understanding of the factors influencing the outcomes of educational research. And finally, some of the worst abuses that have taken place in meta-analysis have now been left behind. (BW)

ED 247 271

TM 840 445

Peng, Chao-Ying Joanne

Utility of the Beta-Multinomial Distribution in Multiple Classification Scheme.

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Criterion Referenced Tests, *Mastery Tests, *Mathematical Models, *Statistical Distributions, Student Evaluation Identifiers—Beta Binomial Test Model, *Beta Multinomial Test Model

This study is an attempt to answer the following research question: can the reliability of a criterion-referenced test be accurately determined according to a multiple classification of the student's performance? Specifically, the study pursues the beta-multinomial model, which postulates the probability distribution of an examinee's degree of mastery on a criterion-referenced test. From this model, a procedure for assessing the reliability of the testing instrument was developed. Simulated data based on the beta-multinomial distributions did not depart significantly from those generated by the beta-binomial model. However, these results should not preclude the utility of beta-multinomial models in this context. (Author/BW)

ED 247 272

TM 840 446

Hall, Carroll L.

Validating the NTE for the Initial Certification of Teachers and Administrators in New Mexico—And Beyond.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Cutting Scores, Elementary Secondary Education, State Programs, *Teacher Certification, *Teacher Evaluation, Test Bias, *Testing Programs, *Test Validity Identifiers—*National Teacher Examinations, *New Mexico

Based on 18 months of extensive research and study, the New Mexico State Department of Education developed the Staff Accountability Plan to address the issue of teacher accountability and certification. One of the provisions of the plan (a written assessment of general and professional knowledge for initial certification) will be fulfilled by using the National Teacher Examinations (NTE). Validation of the Core Battery has been completed with passing scores for the three parts of the Core Battery having been determined by the State Board of Education. The process of validating 21 area examinations is presently underway. Educational Testing Service's basic validation process was utilized with one exception. In addition to the Content Review Panels and Knowledge Estimation Panels, New Mexico required the inclusion of a Content Relevance Panel consisting of K-12 classroom teachers who were asked to provide their professional judgment on the relevance of test content to the classroom setting. The social and political implications of utilizing the NTE in a state with a high percentage of Hispanic and Native American resi-

dents are also discussed here. (Author/BW)

ED 247 273

TM 840 447

Hankins, Brenda J. Hancock, James J.

Validation Study of the NTE for Certification of Entry Level Teachers in the State of Mississippi.

Pub Date—Apr 84

Note—11p.; Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cutting Scores, Elementary Secondary Education, *Occupational Tests, State Boards of Education, *State Standards, *Teacher Certification, Teacher Education Curriculum, Teacher Qualifications, *Test Validity

Identifiers—Educational Testing Service, *Mississippi, *National Teacher Examinations

A content validity study of the National Teacher Examination (NTE) was conducted by Educational Testing Service for the Mississippi State Board of Education. Its purposes were: (1) to assess the NTE's appropriateness as a measure of knowledge acquired through teacher preparation programs and required as a qualification to teach in Mississippi; and (2) to develop information to assist state officials in establishing rational decision rules for evaluating candidates' NTE scores for initial certification. Utilizing a jury judgment method, two types of panels made up of carefully selected, experienced Mississippi educators, were established. Content review panels concluded that the NTE is a fair measure of the knowledge objectives of Mississippi teacher training programs: four area specialty tests are very closely related; the core battery and 17 area specialty tests are closely related. Based on the knowledge estimation panels' judgments a score representing the minimum level of academic knowledge necessary for completing teacher training programs and teaching effectively in Mississippi can be set for each of the subject areas covered by the NTE. The State Board of Education has set minimal qualifying scores as part of the certification process based on the scores identified by the Study. (BS)

ED 247 274

TM 840 448

Schraetz, Mary K.

Vertical Equating: An Empirical Study of the Consistency of Thurstone and Rasch Model Approaches.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Tests, Elementary Secondary Education, *Equated Scores, Latent Trait Theory, Reliability, *Scaling Identifiers—*Rasch Model, Stanford Achievement Tests, Thurstone Scales, *Vertical Equating

To explore the appropriateness of the Rasch model for the vertical equating of a multi-level, multi-form achievement test series, both the Rasch model and the traditional Thurstone procedures were applied to the Listening Comprehension subtest scores of the Stanford Achievement Test. Two adjacent levels of these tests were administered in 1981 to a national student sample as part of the National Standardization Program. Pearson product-moment correlations and the conditional p-value procedure (Rents) were used to further analyze the resulting four scaled scores. These analyses showed the consistency of both the Rasch and Thurstone models when applied to a vertical equating problem. Groups equal in ability were identified from equivalent scores derived through either equating method. There were, however, different patterns to the standardized differences between Thurstone scaled scores and between Rasch scaled scores obtained on the Primary One and Primary Three levels by fourth graders. There was a consistent pattern of departure found in the Thurstone data but not in the Rasch scaled scores. Both approaches have pitfalls in their application to vertical equating problems, but the Rasch model compared well to the traditional model. This has encouraging implications for computerized adaptive testing and customized test development and scoring. (BS)

ED 247 275

TM 840 449

McDaniel, Ernest D. Kroll, Mark D.

The Wheatley Cube as a Performance Measure of Spatial Visualization.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Software, Higher Education, Measurement Techniques, Performance Tests, Research Needs, *Spatial Ability, *Test Validity, Visualization, *Visual Measures Identifiers—*Wheatley Cube

This study examines the Wheatley Cube as a measure of spatial/visualization ability. The Wheatley Cube is a computer managed task which requires the subject to visualize a three-dimensional workspace and to find an invisible dot located within this space. Thirty-three undergraduate students were administered four tests of spatial/imaginal ability and the scores were correlated with performance measures on the Wheatley Cube task. Significant correlations were observed after subjects had adapted to the Cube Task. A second experiment extending the number of trials on the cube and employing three different spatial tests produced inconsistent results. Modifications of the Wheatley Cube procedure are discussed and specific suggestions for future validity studies are offered. (Author)

ED 247 276

TM 840 450

Wolfe, Lee M. Ethington, Corinna A.

Within-Variable, Between-Occasion Error Covariances in Models of Educational Achievement.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Error of Measurement, Estimation (Mathematics), *Goodness of Fit, High Schools, *Mathematical Models, Maximum Likelihood Statistics, Multivariate Analysis, Parent Background, Research Problems, *Socioeconomic Background, Statistical Bias, White Students

Identifiers—High School and Beyond (NCES), *LISREL Computer Program

To correct for the effects of measurement error on structural parameter estimates, many researchers are now estimating models of educational achievement with LISREL. In order to estimate such models it is desirable to obtain multiple manifest measures of the latent constructs. Many researchers restrict their models to two manifest measures per latent construct for reasons of economy, but doing so assumes, in the absence of external information, that all of the covariance between the within-variable measures is reliable covariance. Such an assumption may or may not hold in practice. The present study empirically investigated the extent of within-variable, between-occasion error covariances among nine socioeconomic variables typically included in models of educational achievement using data on 1064 white respondents from High School and Beyond. Little evidence was found to support the claim that reliability estimates for social background variables are inflated due to correlated errors of measurement. (Author/BS)

ED 247 277

TM 840 451

1982-83 Music Education Interpretive Report.

Michigan Educational Assessment Program. Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[83]

Note—100p.

Pub Type—Reports—Evaluative (142)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, *Music Education, *State Programs, Testing Programs, *Test Items, *Test Results

Identifiers—*Michigan Educational Assessment Program

In 1982 the Michigan Educational Assessment Program's Test of music learning was administered by local school staffs to fourth, seventh, and tenth graders from 36 randomly selected schools in 33 districts. Group tests were administered to 5700 students, and 500 students took individual tests. Test items were developed from objectives in the following four skill areas identified by experienced music teachers in the Essential Performance Objectives for Music Education (1982): (1) performing; (2) listening and analysis; (3) musical concepts and symbols; and (4) interpretation, expression, and appreciation. Disheartening results show that although students like music, less than 30 percent of them have the necessary knowledge and skills for active participation. Most student music knowledge is picked up through the environment rather than through instruction. To correct this situation Michigan teachers, principals, curriculum directors and school boards must take music education seriously and incorporate music skills into the general curriculum at all levels. For each grade tested, this report includes a chapter which contains: (1) the specific skill objectives; (2) the test items, directions and responses; and (3) an analysis of the attainment rate results. The appendices include a fact sheet, test items and objectives, a synopsis of results, lists of participating districts and schools, acknowledgements, and an evaluation sheet for this report. (BS)

ED 247 278 TM 840 452

Hertzog, James F. And Others

EQA Manual for Interpreting Elementary School Reports. Educational Quality Assessment.

Pennsylvania State Department of Education, Harrisburg, Div. of Educational Quality Assessment. Pub Date—83

Note—103p.; For related documents, see ED 179 561 and TM 840 452-454. Small print in some tables.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 5, Intermediate Grades, Item Analysis, Norm Referenced Tests, Norms, *State Programs, *Testing Programs, *Test Interpretation, Test Results

Identifiers—Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany Pennsylvania's Educational Quality Assessment (EQA) elementary school reports to assist in their interpretation and understanding. The normative sample is described as stratified on two dimensions: district enrollment and wealth. Administration procedures are summarized. The cognitive and non-cognitive areas assessed (Self-Esteem, Understanding Others, Reading Comprehension, Writing Skills, Mathematics, Interest in School and Learning, Societal Responsibility, Knowledge of Law/Government, Knowledge of Health/Safety, Creative Activities, Career Awareness, Appreciating Human Accomplishments, Knowledge of Human Accomplishments, and Information Usage) reflect the 12 educational goals adopted by the State Board of Education in 1979. Table 1 summarizes and describes the instruments used in these areas, while Tables 2 and 3, using Grade 5 test results from 610 schools in the 1983 normative sample, show correlation coefficients among school scores and school percentile ranks respectively. Discussions of predicted score range, the 35 condition variables taken into account, criterion-referenced scoring, score distributions, and item response data are also accompanied by relevant tables and data. A sample school report is included. The Appendices contain: an EQA teacher questionnaire; the Grade 5 regression analysis (1983); a normal curve diagram; comparisons of EQA results across the years; and Pennsylvania's original 10 goals of quality education. (BS)

ED 247 279 TM 840 453

Hertzog, James F. And Others

EQA Manual for Interpreting Intermediate School Reports. Educational Quality Assessment.

Pennsylvania State Department of Education, Harrisburg, Div. of Educational Quality Assessment. Pub Date—83

Note—102p.; For related documents, see ED 179 560, ED 087 788 and TM 840 452-454.

Pub Type—Tests/Questionnaires (160) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 8, Item Analysis, Junior High Schools, Norm Referenced Tests, Norms, *State Programs, *Testing Programs, *Test Interpretation, Test Results

Identifiers—Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany Pennsylvania's Educational Quality Assessment (EQA) intermediate school reports to assist in their interpretation and understanding. The normative sample is described as stratified on two dimensions: district enrollment and wealth. Administration procedures are summarized. The cognitive and non-cognitive areas assessed (Self-Esteem, Understanding Others, Reading Comprehension, Writing Skills, Mathematics, Interest in School and Learning, Societal Responsibility, Knowledge of Law/Government, Knowledge of Health/Safety, Creative Activities, Career Awareness, Appreciating Human Accomplishments, Knowledge of Human Accomplishments, and Information Usage) reflect the 12 educational goals adopted by the State Board of Education in 1979. Table 1 summarizes and describes the instruments used in these areas, while Tables 2 and 3, using Grade 8 test results from 237 schools in the 1983 normative sample, show correlation coefficients among school scores and school percentile ranks respectively. Discussions of predicted score range, the 35 condition variables taken into account, criterion-referenced scoring, score distributions, and item response data are also accompanied by relevant tables and data. A sample school report is included. The Appendices contain: an EQA teacher questionnaire; the Grade 8 regression analysis (1983); a normal curve diagram; comparisons of EQA results across the years; and Pennsylvania's original 10 goals of quality education. (BS)

ED 247 280 TM 840 454

Hertzog, James F. And Others

EQA Manual for Interpreting Secondary School Reports. Educational Quality Assessment.

Pennsylvania State Department of Education, Harrisburg, Div. of Educational Quality Assessment. Pub Date—83

Note—103p.; For related documents, see ED 179 559 and TM 840 452-453. Small print in some tables.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 11, High Schools, Item Analysis, Norm Referenced Tests, Norms, *State Programs, *Testing Programs, *Test Interpretation, Test Results

Identifiers—Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany Pennsylvania's Educational Quality Assessment (EQA) secondary school reports to assist in their interpretation and understanding. The normative sample is described as stratified on two dimensions: district enrollment and wealth. Administration procedures are summarized. The cognitive and non-cognitive areas assessed (Self-Esteem, Understanding Others, Reading Comprehension, Writing Skills, Mathematics, Interest in School and Learning, Societal Responsibility, Knowledge of Law/Government, Knowledge of Health/Safety, Creative Activities, Career Awareness, Appreciating Human Accomplishments, Knowledge of Human Accomplishments, and Information Usage) reflect the 12 educational goals adopted by the State Board of Education in 1979. Table 1 summarizes and describes the instruments used in these areas, while Tables 2 and 3, using Grade 11 test results from 190 schools in the 1983 normative sample, show correlation coefficients among school scores and school percentile ranks respectively. Discussions of predicted score range, the 35 condition variables taken into account, criterion-referenced scoring, score distributions, and item response data are also accompanied by relevant tables and data. A sample school report is included. The Appendices contain: an EQA teacher questionnaire; the Grade 11 regression analysis (1983); a normal curve diagram; comparisons of EQA results across the years; and

Pennsylvania's original 10 goals of quality education. (BS)

ED 247 281

Crawford, John

Evaluation of the 1982-83 Oklahoma City Public Schools Indiana Education Program.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—83

Note—52p.; Appendix 2 contains small print.

Journal Cit—Journal of Research and Evaluation of the Oklahoma City Public Schools, v14 n5 1983

Pub Type—Reports - Evaluative (142) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *American Indian Education, Attendance Patterns, Behavior Problems, Career Education, Cultural Awareness, Educational Objectives, Elementary Education, Financial Needs, Mathematics Achievement, *Program Evaluation, Reading Achievement, Student Behavior, Tutoring

Identifiers—*Oklahoma City Public Schools

The Oklahoma City Public School 1982-83 Indian Education Program served students in two major areas: academic assistance and supplemental guidance and counseling. Specific program objectives included the following: under academic assistance (1) students receiving tutoring will show achievement gains in reading and mathematics; (2) the Title IV-A program and other programs providing academic assistance will be coordinated by the Indian Education Advisor; under supplemental guidance and counseling (1) assistance will be provided for all students referred for excessive absenteeism; (2) of referred students assessed on the Behavior/Adjustment Record, at least 20 percent will show improvement; (3) the financial needs of referred students will be assessed and resources provided; (4) information on career and educational opportunities will be provided to students; and (5) one Indian cultural awareness activity will be provided in each building each semester. The evaluation procedures involved data collection from several sources: quarterly reports, qualitative data on staff members' use of their time, the Wide Range Achievement Test (WRAT), and the district-administered California Achievement Test (CAT). Analyses showed that both objectives for the Academic Assistance component were met and four of the five Supplemental Guidance and Counseling objectives were met. Data sources also documented the wide variety of activities occurring during the 1982-83 school year. (Author/BW)

ED 247 282 TM 840 459

Crawford, John

A Study of Instructional Processes in Title I Classes: 1981-82 [and] Executive Summary.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—Jun 83

Note—238p.; Appendix D contains small print.

Journal Cit—Journal of Research and Evaluation of the Oklahoma City Public Schools; v14 n1 Jun 1983

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Classroom Observation Techniques, Compensatory Education, Elementary Education, Formative Evaluation, Mathematics Instruction, Reading Instruction, *Remedial Mathematics, *Remedial Reading, Teacher Effectiveness, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title I, *Oklahoma City Public Schools

The purpose of this study was to identify effective and ineffective strategies for teaching Title I students. The data collection took the form of direct observations of teacher-student interactions and classroom activities in the classes of 79 Oklahoma City Public Schools Title I teachers. The data on achievement gains came from the California Achievement Test administered in May 1981 and May 1982. The results for reading indicated that, across all grade-levels, the teachers who allocated more time for academic activities and who interacted more with their students tended to have students with higher achievement gains. The teachers whose students had higher gains also tended to rely more on one-to-one interactions, used some challenge in the lesson content, used opinion questions and "higher order" questions, and used feedback strategies that sustained the interaction. Although

some of the results for math agreed with the reading findings, there were also some notable differences. In general, the profile of the effective math teacher was more characterized by public interactions and by faster-paced activity than in reading. Small group activity was positively associated with gain, and, as in reading, sustaining feedback was a better strategy than redirecting a question to another child. (BW)

ED 247 283

TM 840 461

Simons, Helen
Against the Rules: Procedural Problems in Institutional Self-Evaluation.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Curriculum Evaluation, Elementary Secondary Education, Foreign Countries, Institutional Evaluation, Organizational Climate, Organizational Development, Self Evaluation (Groups), Values

Identifiers—Evaluation Problems, United Kingdom

This paper addresses the problem of how to introduce new forms of evaluation into school organization without a damaging loss of trust. The evaluators here are teachers engaged in curriculum policy evaluation within the schools in which they work. One way of conceptualizing and rooting contemporary activity under the label of school self-evaluation is to see it as the most recent stage in the evolution from a case study approach to evaluation of national curriculum projects to more collaborative processes of case study in which the primary audience is the subject/co-investigator. This model of evaluation derives from the concept of democratic evaluation, which posits the evaluator as a broker in the exchange of information between subjects who participate in all stages of decision-making over the inquiry. The workability of this model rests upon the possibility of dismantling the institution's value structure of privacy, territory, and hierarchy, and substituting the values of openness, shared critical responsibility, and rational autonomy. (BW)

ED 247 284

TM 840 462

Raudenbush, Stephen W. Bryk, Anthony S.
Application of Empirical Bayes Estimation in Educational Research.

Pub Date—Apr 84

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bayesian Statistics, Estimation (Mathematics), Mathematical Models, Research Methodology, Statistical Analysis

Identifiers—Empirical Bayes Estimation

The purpose of this paper is to demonstrate in detail how the Empirical Bayes (EB) statistical estimation strategy can be applied to an important class of educational research contexts. EB methods are tailored specifically to the analysis of data with a hierarchical structure. For instance, investigators may be interested in discovering how effects within schools (e.g., the relationship between student social class and achievement) vary as a function of differences between schools (e.g., policies and practices). Similarly, meta-analysts often wish to find out how differences between experimental and control groups within studies vary as a function of differences between studies (e.g., how treatments are implemented). Developmental psychologists care about how children's intellectual growth rates vary as a function of different pre-school experiences. In each case parameters at one level (within schools, within studies, and within children) vary as a function of parameters at another level (between schools, between studies, between children). This paper explains how the EB strategy works when the central goal of an investigation is to estimate the second level parameters (i.e., the between-group parameters), and an important ancillary goal is to assess the adequacy of a hierarchical linear model to fit such hierarchical data. (Author)

ED 247 285

TM 840 464

Marshall, Hermine H. Weinstein, Rhona S.

Classrooms Where Students Perceive High and Low Amounts of Differential Teacher Treatment. Draft.

Spons Agency—National Inst. of Education (ED), Washington, DC; National Inst. of Mental Health (DHHS), Rockville, MD; Spencer Foundation, Chicago, Ill.

Pub Date—Apr 84

Grant—1-ROH-MH34379-01; G-80-007

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Education, Expectation, Feedback, High Achievement, Low Achievement, Questionnaires, Student Attitudes, Teacher Attitudes, Teacher Behavior

The purpose of this paper is to explore differences in the nature of classrooms where students perceive high and low amounts of differential teacher treatment between high and low achievers. The Teacher Treatment Inventory was used to measure students' perceptions of the frequency of 30 teacher behaviors towards a hypothetical male or female high or low achieving students in twelve classrooms, four each at grades 1, 3, and 5. In addition, teacher expectations were measured and the classrooms were observed. Hypotheses concerning the differential occurrence of variables affecting the formation of students' self-evaluation were supported to a greater extent at grade 5 than at grades 1 and 3. The operation of quantitative structural and interaction variables is enlightened by qualitative field notes which allow for an understanding of the dynamic interaction of variables within the larger context. (Author/BW)

ED 247 286

TM 840 465

Dorsey, William R., Jr.
Common Sense, Common Law and Common Tests.

Pub Date—Apr 84

Note—18p; Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Court Litigation, Court Role, Due Process, Equal Protection, Graduation Requirements, High Schools, Minimum Competency Testing, State Standards

Identifiers—Appeals (Hearings), Debra P v Turlington, Florida, Florida State Student Assessment Test Part II

The second round of litigation in the case of Debra P. v. Turlington has required the Federal courts to consider the question whether the Florida statute which requires public high school graduates to demonstrate the "ability to successfully apply basic skills to every day life situations" as measured by the State Student Assessment Test, Part II (SSAT-II), operates to deprive some students of diplomas in a manner so fundamentally unfair as to offend the due process and equal protection clauses of the Fourteenth Amendment to the Constitution. After background on the original litigation is presented, this paper describes a similar case from Tattall County, Georgia, and Florida's evidence in the Debra P. case. Judge Carr's opinion is then briefly reviewed. Though the Eleventh Circuit Court of Appeals has not yet ruled, rulings in similar cases are described, and seem to uphold the use of tests like the SSAT-II. (BW)

ED 247 287

TM 840 466

Villanova, Robert M.
A Comparison of Interview and Questionnaire Techniques Used in the Connecticut School Effectiveness Project: A Report of Work in Progress.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Factor Structure, Institutional Characteristics,

*Interviews, *Questionnaires, *School Effectiveness, *Test Reliability, *Test Validity
Identifiers—Connecticut School Effectiveness Project, Multitrait Multimethod Techniques

This paper reports on the development and refinement of the Connecticut School Effectiveness Questionnaire (CSEQ) and the Connecticut School Effectiveness Interview (CSEI), the primary data collection tools used in the Connecticut State Department of Education School Effectiveness Project. The primary purpose of both the CSEI and the CSEQ is to determine the extent to which a school displays seven school effectiveness characteristics: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations. The CSEI is a 67-item instrument, with its items grouped by characteristic. Responses to each item are coded along a five-point descriptive continuum. The CSEQ is a 100-item instrument, with content parallel to the CSEI. It is a paper and pencil technique in which the respondents respond to each item along a Likert-type scale. Items are not grouped by construct, but are randomly dispersed throughout the instrument. Reliability and validity studies indicate that the current forms of the CSEQ and the CSEI do provide accurate and consistent data. Multitrait-multimethod analysis provides preliminary support for the identification of the seven school effectiveness characteristics as measurable constructs. (BW)

ED 247 288

TM 840 468

Jackson, Christine Levine, Douglas W.
Comparison of Two Measures of Type A Behavior in Children.

Pub Date—Aug 83

Note—27p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Rating Scales, Correlation, Elementary Education, High Schools, Interrater Reliability, *Personality Measures, *Personality Traits, Test Reliability, *Test Validity

Identifiers—Hunter Wolf A B Rating Scale, Jenkins Activity Survey, Matthews Youth Test for Health, *Type A Behavior

This study assessed the interchangeability of the Matthews Youth Test for Health (MYTH) and Hunter-Wolf A-B Rating Scale. Data from 25 elementary teachers and 300 of their students showed these scales to be weakly correlated, and the concordance of their A-B classifications to be only slightly above that expected by chance. Weak agreement was found even when teachers and students rated the same Type A behaviors, suggesting that variability in content is not the principal reason for the lack of agreement between these measures. This study also assessed the interrater reliability of the MYTH while controlling for the effects of different classroom environments on Type A responding. Whereas the mean interrater agreement was fairly high, considerable variation was found across the seven pairs of raters. Finally, this study examined the association between the Hunter-Wolf and the student version of the Jenkins Activity Survey (JAS). Data from 393 high school seniors revealed a moderately strong correlation between the Hunter-Wolf and the JAS. The results of this study strongly suggest that the youth measures of Type A behavior not be considered interchangeable. (Author)

ED 247 289

TM 840 469

Peay, Edmund R.
Constructing Questionnaires with Randomized Ordering and Sampling of Items: A Computer Implemented Method. CASSR Technical Paper Series, No. 4.

Flinders Univ. of South Australia, Bedford Park. Centre for Applied Social and Survey Research. Report No.—ISBN-0-7258-0201-4
Pub Date—82

Note—41p.

Available from—Centre for Applied Social and Survey Research, School of Social Sciences, The Flinders University of South Australia, Bedford Park, S.A., 5042, Australia (\$3.50 plus postage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Testing, Computer Software, *Questionnaires, Sampling, *Test

Construction, Test Format, Test Items

The method for questionnaire construction described in this paper makes it convenient to generate as many different forms for a questionnaire as there are respondents. The method is based on using the computer to produce the questionnaire forms themselves. In this way the items or subgroups of items of the questionnaire may be randomly ordered or sampled as each form is being generated. This provides a very direct way of dealing with order and combination effects. The technique also provides a number of incidental benefits, such as direct production of forms bypassing some stages of the usual process, and the prevention of collaborative responses in a group administration situation, since each form is "different". The paper includes a description of the method and of a pair of computer programs designed to implement it, a User's Guide for each program, and program listings. (Author/BW)

ED 247 290 TM 840 470

Hillman, Susan J.
Contributions to Achievement: The Role of Expectations and Self-Efficacy in Students, Teachers, and Principals.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Elementary Education, *Expectation, Grade 4, Locus of Control, Principals, Questionnaires, *School Effectiveness, Student Attitudes, Teacher Attitudes

Identifiers—Michigan Educational Assessment Program, *Self Efficacy

Two variables, expectations and self-efficacy, were investigated to illuminate their relationship with achievement. The school was the unit of analysis chosen, and three levels of subjects were evaluated—students, teachers, and principals. Students, teachers, and principals within high achieving schools were hypothesized to evidence significantly higher levels of expectations and self-efficacy than those subjects within low achieving schools. Two samples of ten public elementary schools each were drawn from Michigan; one sample from high achieving schools, one from low. Measures of expectations and self-efficacy were administered to all groups within each school. When students, teachers, principals were examined separately, only students' self-efficacy and teachers' expectations were significantly different across high and low achieving schools. However, examination across groups within each school demonstrated a strong trend indicating that as more than one group evidenced high expectations and self-efficacy, a greater likelihood existed that the school was high achieving. These results suggest that expectations and self-efficacy are important variables, particularly with students and teachers. (Author)

ED 247 291 TM 840 471

Harrison, Colin
Criteria for Evaluating Microcomputer Software for Reading Development: Observations Based on Three British Case Studies.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Check Lists, *Courseware, *Evaluation Criteria, Evaluation Methods, Foreign Countries, *Microcomputers, *Reading Instruction

Identifiers—Context Input Process Product Evaluation Model, England

Differences in sets of criteria for evaluating microcomputer software are discussed. They are set against the results of three studies in which teachers in the United Kingdom evaluated five programs which were used in reading or English lessons. A comparison of the checklist criteria with the case study data was made using Stake's (1967) matrix of evaluation concerns. This suggested a heavy emphasis on antecedents in the checklists and on transactions in the case studies. In general, neither

checklists nor case studies devoted great attention to empirically measured outcomes. A possible interpretation of the results is that while the checklists focussed on intrinsic evaluation, the case studies themselves focussed on practical classroom issues, notably attention and motivation. (Author)

ED 247 292 TM 840 472

Rose, Janet S. Popham, W. James
Developing a Defensible Language Skills Test for Teachers.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, Elementary Secondary Education, Political Issues, *Reading Skills, Teacher Dismissal, *Teacher Evaluation, *Test Construction, Test Validity, *Writing Skills

Identifiers—*Charleston County School District SC, IOX Assessment Associates, *Teachers Test of Language Skills, Test Specifications

This presentation describes the rationale and major steps in the development of the Teacher's Test of Language Skills (TTLS) to be administered to selected certificated teachers in the Charleston County School District, South Carolina. The paper recounts the factors underlying the establishment of the School Board's policy, then traces the major events in the development of the TTLS from a dual perspective—that of the school district and that of the test developer, IOX Assessment Associates. The authors deal with (1) the isolation of competencies to be tested, (2) the creation of test specifications, (3) the development of test items, (4) the field-testing of TTLS items, and (5) the creation of multiple forms of the TTLS. Both test-development and political considerations are addressed. (Author)

ED 247 293 TM 840 473

Loyd, Brenda H.
Differences in Anglo and Hispanic Performance on Standardized Tests.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Anglo Americans, *College Entrance Examinations, High Schools, *Hispanic Americans, Language Usage, Performance Factors, Predictor Variables, Racial Differences, Social Studies, *Test Bias, Test Items, *Test Results

Identifiers—*ACT Assessment, American College Testing Program

One approach to test bias has focused on identifying the potential variables or factors that may be responsible for bias in a particular test for a particular subgroup. This approach was employed in this study to determine variables which may relate to differential test performance by Anglo and Hispanic students. The test materials used in this study were the Language Usage and Social Studies Reading tests of the American College Testing (ACT) Assessment. To examine potential differences in Anglo and Hispanic performance, four subgroups of items from each test were specified, with each subgroup representing a separate skill classification. Test results from 776 students, of which 403 were Anglo and 373 were Hispanic, were analyzed. Four ability levels were established on the basis of total ACT score. A two-factor (ethnic group x ability) analysis of variance design was used. The results from the Language Usage item subgroups indicated a significant ethnic group effect for each of the four subgroups. Results from the four social studies item subgroups indicated only one significant ethnic effect: in the history subgroup. The results of this study seem to suggest that differences between Anglo and Hispanic students planning to attend college may be centered in language performance. (BW)

ED 247 294 TM 840 475

Beard, Jacob G. And Others
Domain-Referenced Tests: Achieving Equivalence Through Rasch Pre-Equating.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Criterion Referenced Tests, *Difficulty Level, *Equated Scores, Latent Trait Theory, Secondary Education, Test Items

Identifiers—*Domain Referenced Tests, Domain Specifications, *Rasch Model, Test Equivalence

The purpose of this study was to examine the homogeneity in difficulty of item domains and the effectiveness of Rasch pre-equating procedures for adjusting test scores for differences in the difficulty of tests constructed by sampling from item domains. The data used were taken from a field test and calibration of 810 tenth-grade items in mathematics and communications skills. Approximately 250 students responded to each of the items. The mean range of item difficulty for 15 mathematics skills domains was 2.593 logits and for 10 communications skills domains was 4.210 logits. It was found that Rasch pre-equating techniques effectively adjusted total scores from tests of 45 and 53 items, selected from specific sub-domains, for substantial differences in the level of difficulty of items included in the tests. (Author/BW)

ED 247 295 TM 840 476

Schuyler, Nancy Baenen Ligon, Glynn

Do We Fail Those We Fail?

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83-27

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, Elementary Secondary Education, *Evaluation Methods, *Grade Repetition, Individual Differences, *Measurement Objectives

Identifiers—*Austin Independent School District TX

The Austin Independent School District (AISD) is now in its third year of study on the effects of a new retention policy adopted in 1981-82. Reviewing the results of the first two years led to the conclusion that traditional methods of studying retention might not be the most appropriate. These evaluations have primarily focused on the impact of the policy change on retention rates and retainees achievement, attitudes toward retention, and the success of various interventions in helping retainees. Because retention is an individual decision, the evaluation should focus on the success of individual students—not on group averages. This year's evaluation will study the success of a sample of individual retainees, based on teachers' opinions, parents' opinions, and achievement test scores. In addition, the achievement of students in schools with high and low retention rates will be compared. (BW)

ED 247 296 TM 840 477

Woodside, Marianne R.

The Effectiveness of Microtechnology in Teaching

Cooperative Behavior to Elementary Children.

Pub Date—[82]

Note—25p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Rating Scales, Classroom Observation Techniques, Competition, *Cooperation, Elementary Education, *Microcounseling, *Microteaching, Modeling (Psychology), *Prosocial Behavior, Role Models, Sociometric Techniques, Suburban Schools

Identifiers—*Microtechnology

The purpose of this investigation was to evaluate a microcounseling technique, microtechnology, with regard to its effects on three measures of cooperation in young children. A 3x3x2 factorial analysis of covariance was carried out on two of the three measures, with three grade levels, three levels of teacher involvement with microtechnology, and two levels of student involvement with microtech-

nology. The third cooperation outcome was analyzed within a multiple time series design. Results indicated that microtechnology was effective under both student and teacher combinations, but that effects were short term. (Author)

ED 247 297 TM 840 478
Loyd, Brenda

The Effect of Number of Ability Intervals on the Stability of Item Bias Detection.

Pub Date—Feb 83

Note—19p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Baltimore, MD, February 24-27, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Black Students, College Entrance Examinations, English, High Schools, Latent Trait Theory, *Racial Bias, Reliability, *Statistical Analysis, *Test Bias, *Test Items, White Students

Identifiers—American College Testing Program, *Chi Square, Kappa Coefficient

The chi-square procedure has been suggested as a viable index of test bias because it provides the best agreement with the three parameter item characteristic curve without the large sample requirement, computer complexity, and cost. This study examines the effect of using different numbers of ability intervals on the reliability of chi-square statistics as indicators of item bias in educational tests. In 1980 the English Usage exam from the American College Testing Program was administered to 922 black and 4423 white high school juniors and seniors at 16 test sites. Four randomly equivalent samples of black and white examinees were created. Three sets of ability grouping intervals, based on total raw score on the 75 items, were established using three, four, and five intervals. The same number of examinees were represented in each interval. A chi square index for each test item and three measures of stability (correlations of chi-square values; correlation of 0, 1 bias decisions; and the kappa index) were calculated. Results confirm previous studies and suggest that the chi-square index is fairly unreliable regardless of the number of grouping intervals and cannot lead to consistent decisions about item bias. (BS)

ED 247 298 TM 840 479
Loyd, Brenda H.

Efficiency and Precision in Two-Stage Adaptive Testing.

Pub Date—Feb 84

Note—13p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 9-11, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Adaptive Testing, *Difficulty Level, Elementary Education, Latent Trait Theory, *Quantitative Tests, Test Items, Test Reliability

One form of adaptive testing involves a two-stage procedure. The first stage is the administration of a routing test. From this first test, an estimate of an examinee's ability is obtained. On the basis of this ability estimate, a second test focused on a given ability level is administered. The purpose of this study was to compare the efficiency of three routing tests of different lengths (10, 15, and 20 items). The routing tests and one of six 40-item second-stage tests measuring mathematics concepts, were administered to 1439 students, grades 3-8. The three routing tests were compared on the basis of the consistency with which they assigned examinees to the same second-stage test, and in terms of the accuracy with which they indicated the most appropriate second-stage test. The increase in information attained by employing a routing test (with cut-off values based on the raw score scale) over that which would result from assigning examinees to test levels on the basis of grade level alone suggest that more precise measurement may be possible with a two-stage procedure than with a single stage. The 20-item routing test was most effective. (BW)

ED 247 299 TM 840 480
Loyd, Brenda

Evaluation of Log Linear Models for Detection of Item Bias: A Comparison Across Samples.

Pub Date—Apr 84

Note—32p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, Goodness of Fit, High Schools, *Mathematical Models, Minimum Competency Testing, *Racial Bias, Statistical Analysis, *Test Bias, *Test Items Identifiers—*Log Linear Models

The purpose of this study was to evaluate the use of log-linear models in detecting test item bias. The evaluation of the log-linear approach in this regard will focus on the following: (1) the stability of the procedure across replications—the effect of sampling error across random samples of ethnic groups; (2) the amount of artifactual bias analyzed by comparing results for different ethnic groups with the results from two random equivalent white groups and with the results from two white groups which differ in measurability; and (3) the interpretability of the items identified as deviant. Two sets of items were selected for this study: one from the American College Testing program and one from a high school minimum competency test. Although the possible effect of sample size needs to be examined further, the results suggest that methods based on log-linear models could reasonably be used to examine sets of items for potential bias. (BW)

ED 247 300 TM 840 482
Engle, Molly

Factors Affecting the Reduction of Narrative Data.

Pub Date—Apr 84

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, *Data Analysis, Educational Objectives, *Experimenter Characteristics, Narration, *Reliability, Research Methodology

Identifiers—*Data Reduction Methods, *Qualitative Data

Narrative data yield rich detail, insight, and information, but the personal and situational characteristics of coders (called value inertia and cognitive limitation biases) can affect data reduction. The effects of coder exposure to expected project outcomes and the level of coder research methodology sophistication were investigated. Coders, considered either sophisticated or naive in research methodology, were exposed to positive, ambiguous, or negative expected project outcomes. The coders were then trained and given 25 open-ended interview response sets to reduce or categorize. The response sets were categorized into previously established positive, negative, and ambiguous statement-type, content-code categories using a written protocol. The reliability of coders was investigated by computing generalizability (reliability) coefficients. Generalizability coefficients of .92 were found, regardless of level of exposure to expected project outcomes. This indicates that coders were able to code the same statements in the same way and is an indication of the coders' ability to reproduce the results. Results of this study also indicate that evaluators should use sophisticated coders for narrative data reduction, given that option. Sophisticated coders appear more resistant to the effect of exposure to expected project outcomes. (Author/BW)

ED 247 301 TM 840 483
Reisman, Jane Borman, Kathryn

Gaining Access to Work Settings: A Tale of Two Cities.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Apr 84

Grant—NIE-G-83-0005

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business, *Field Studies, Industry, *Organizations (Groups), Research Methodology, *Research Problems, School Business Relationship

Identifiers—Boundaries, *Open Systems Theory

This paper addresses the specific concerns of gaining entry into formal and complex organizational

settings, specifically businesses, to conduct field research. Accounts of other researchers' experiences and the authors' own field data are analyzed and viewed within an open systems organizational framework. Through the use of metaphors relating to boundaries such as "boundary maintenance" and "boundary transactions", an open systems theory provides useful guidelines and decision rules which can be invoked when researchers negotiate access to business. (Author)

ED 247 302 TM 840 484
Curtis, Jonathan J.

Identification of Exemplary Teachers of LEP Students.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83-58

Pub Date—Apr 84

Note—8p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, Achievement Tests, Elementary Education, *Elementary School Teachers, Language Arts, *Limited English Speaking, Mathematics Achievement, Reading Achievement, *Teacher Effectiveness, Teacher Influence, Test Use Identifiers—Iowa Tests of Basic Skills

Teachers from the Austin Independent School District were identified as providing exemplary instruction to elementary Hispanic limited English proficient (LEP) students based on a comparison of predicted versus actual achievement scores in reading, language, and math. Predicted performance was based on equations generated by stepwise linear regressions in which the following predictor variables were available: the previous year's performance in reading, language, and math and their interactions, and the student's entry level of oral English and Spanish and their interaction. The analyses identified 12 teachers whose average Normal Curve Equivalent (NCE) residual gain scores were positive in reading, language, and math. Only second and third grade teachers met the pre-established criteria. In addition to identifying exemplary teachers of LEP students, it was planned that the subsequent year's evaluation would attempt to isolate characteristics of the teachers identified that may account for their success. (Author/BW)

ED 247 303 TM 840 485
Portes, Pedro R. And Others

Identification of Parent-Child Interaction Characteristics of High and Low Achieving Elementary Students.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Cognitive Development, *High Achievement, Intermediate Grades, Learning Processes, *Low Achievement, *Parent Child Relationship, *Parent Influence, Problem Solving, Verbal Communication

The present study was designed to identify parent-child interaction patterns that might differentiate bright from below average elementary students in order to test the hypothesis that environmental processes related to regulation of executive processes influence both children's learning and developmental level. Thirty-two mother-child dyads (16 high and 16 low achievers) participated in a one-hour experiment that was videotaped. The experimental tasks consisted of copying block design models, categorizing sets of pictures, and categorizing sets of words. The parent-child interactions were coded in terms of questions asked, responses, and other verbal and nonverbal communications. The results supported the conclusion that differences in parent stimulation are of greater importance than socioeconomic or educational status. Bright students tended to have family environments in which considerable verbal guidance in problem-solving situations is provided and independence is fostered. (BW)

ED 247 304 TM 840 486
bin Yahya, Ismail Moore, Gary E.

Improving Attitude Measurement in Vocational Education Research: The Certainty of Response Rating Technique.

Pub Date—26 Apr 84

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Agricultural Education, *Attitude Measures, *Confidence Testing, Measurement Techniques, *Research Methodology
Identifiers—*Certainty of Response Rating Technique

Vocational education researchers have relied heavily on opinionnaires to measure opinions and attitudes. Usually respondents are asked to indicate their degree of agreement to an attitude or opinion statement. Where significant statistical differences exist for opinions/attitudes there is still always the problem of confidence with which respondents respond to statements. This level of confidence is rarely determined in most studies. In this paper the use of the Certainty of Response Rating Technique (CRRT) in vocational education research is suggested as a measure of level of confidence. Its practical application is illustrated using a 1982 study of agricultural teachers concerning their opinions of international agricultural and rural development. The CRRT appears to have four major functions: (1) as a moderator variable, changing the kind and nature of relationship between two other variables; (2) to partition respondents into more homogeneous groups; (3) for interpreting research findings with a higher degree of confidence; and (4) to improve the initial correlations between predictor and criterion variables. (Author/BW)

ED 247 305 TM 840 487

Tollefson, Nona And Others

Improving Response Rates and Response Quality in Educational Survey Research.

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, *Questionnaires, *Research Methodology, Research Problems, *Surveys, Teacher Attitudes, Test Format Identifiers—*Mail Surveys, *Response Rates (Questionnaires)

The purpose of this study was to apply the tenets of social exchange theory in developing cover letters for mailed surveys. A survey questionnaire designed to measure teachers' attitudes toward tests was mailed to 1200 Kansas teachers. Cover letters were written to create variation in perceived cost (time needed to complete the questionnaire) and type of reward offered (egotistic, social utility, help the sponsor). Two questionnaire format sizes were used, one half as large as the other (conventional) size. Three forms of time cues were combined with each of the reward cues. Finally, all combinations of cost and reward conditions were included and mailed with a large format size and small format size of the survey questionnaire. The results suggest that the reward condition had no substantial effect on the return rate. The time and format conditions both produced an effect. Contradicting the theory, the lowest return rate occurred for the shorter time condition and the larger format size. (BW)

ED 247 306 TM 840 488

Rose, Janet S. And Others

Instructional Validity: Merging Curricular, Instructional and Test Development Issues.

Pub Date—Apr 84

Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Curriculum Evaluation, Educational Objectives, Latent Trait Theory, Mathematics Achievement, *Test Construction, Test Interpretation, Test Use, *Test Validity
Identifiers—*Curricular Validity, Rasch Model,

*Test Curriculum Overlap

This paper proposes that instructional validity (i.e., the extent to which teachers actually teach the skills that are tested) should be part of the test development process. The development of a district-wide ninth-grade math exam for General Mathematics I (GMI) in the Charleston County School District, South Carolina, is used to illustrate how a study of the instructional process conducted during the early phases of test development can benefit the curriculum and strengthen the match between instruction and assessment. The GMI curriculum was divided into four nine-week grading periods. Teachers reported on the levels of instruction and student mastery of each stated objective. Reports on the students' progress were submitted quarterly and analyzed with regard to the Rasch model, which was used to generate item difficulties and fit statistics and to link the four sets of test forms. Analysis of the data found much variability in student mastery of course objectives. Comparisons among the four tests showed significant differences which have implications for the interpretation of the correlation coefficients. Topics for further research are outlined. Appended are the objectives covered by the GMI test. (Author/EGS)

ED 247 307 TM 840 490

Jones, Patricia B. Sabers, Darrell L.

An Investigation of Two Procedures for Smoothing Test Norms.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Equated Scores, Goodness of Fit, Measurement Techniques, Norm Referenced Tests, Scoring, *Statistical Analysis, *Statistical Distributions, Test Construction, Testing Problems, *Test Norms, Test Theory
Identifiers—*Smoothing Methods, *Spline Function

Several techniques have been developed for creating continuous smooth distributions of test norms. This paper describes two studies that explore the behavior of cubic splines in order to determine their appropriateness for use in test norming. The first study uses data from the Curriculum Referenced Tests of Mastery (CRTM) and employs two smoothing techniques in determining distributions of percentile ranks (PR). Method 1 calculated PR values from cumulative frequency counts of raw scores values and then smoothed them to create a continuous distribution. Method 2 smoothed the raw frequencies to create the continuous distribution. The second study was designed to generate a theoretical population, sample repeatedly from it, and smooth the results in a comparative study of the two procedures. Both studies showed that spline smoothing techniques are a convenient and economical procedure for analytically smoothing test score distributions and generally give good results. The second study found that, of the methods, method 2 produced better results and was more robust with regard to the choice of smoothing parameter. Both methods were easy, efficient and economical to use. Statistical tables of standard deviations and means are included. (EGS)

ED 247 308 TM 840 493

Training Evaluation Demonstration Project: Issues and Recommendations.

Office of Personnel Management. Washington, DC. Training Leadership Div.

Pub Date—Mar 79

Note—29p.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Costs, Demonstration Programs, *Evaluation Methods, Evaluation Utilization, *Federal Government, *On the Job Training, Personnel Evaluation, Personnel Management, Program Development, Program Evaluation, *Public Agencies, Training, *Training Methods

Identifiers—Evaluation Problems, Evaluation Research, *Office of Management and Budget

This report summarizes the evaluation of civilian training in six Federal government agencies. A representative sample of executive, managerial, technical, clerical and scientific training programs were selected. The project's purposes were: (1) to pro-

duce useful examples of systematic training evaluation; and (2) to generate recommendations for improving training evaluation. The fundamental conclusions were: (1) constructive evaluation of all types of training is achievable; (2) evaluation can reduce costs and significantly improve training results; and (3) training should be linked with other management tools to more effectively solve performance problems. Six problems identified in the training evaluation projects that require attention are discussed. Recommendations for the Office of Management and Budget and the Office of Personnel Management for guiding and encouraging agencies in implementing effective training and evaluation practices are given. The appendix contains executive summaries from the six evaluation demonstration case studies (Department of Agriculture, National Institutes of Health, Government Printing Office, Office of Personnel Management, National Aeronautics and Space Administration, and Fort Belvoir). (BS)

ED 247 309 TM 840 494

Frechtling, Joy A. And Others

Analysis of the Costs of the Pilot Final Exam Program.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Feb 83

Note—15p.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, Cost Estimates, English, Feasibility Studies, High Schools, Pilot Projects, Program Costs, Quantitative Tests, Teacher Made Tests, *Test Construction, *Testing Programs, Test Selection
Identifiers—*Montgomery County Public Schools MD

This report provides a comparative cost analysis of three different methods of developing final examinations for secondary schools in the Montgomery County Public Schools, Maryland. Based on expenditure reports and interviews with central and school-based staff, cost estimates were developed for three kinds of exams: (1) the county-wide final exam/departmental exam approach mandated by Senior High School Policy; (2) departmental final exams alone; and (3) final exams made by individual teachers. The study found that the Board-mandated approach is by far the most expensive of the three alternatives, costing from 30 to 150 percent more than the other approaches. It should be noted that over 95 percent of the costs which were recorded in this analysis were not incremental or out-of-pocket costs but rather were "opportunity costs" resulting from (1) providing teachers with a half day of release time each semester to work with their colleagues on jointly developed departmental exams, (2) teachers spending additional time developing final exams, and (3) allocating roughly 25 percent of academic subject coordinator time and 1150 equivalent days during the previous summer to the development of uniform countywide exams. (Author/BS)

ED 247 310 TM 840 497

Schuyler, Nancy Baenen

Retention and Promotion, 1982-83. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-82-42

Pub Date—Jul 83

Note—254p; This paper received the 1984 American Educational Research Association Division H award for Best Policy Study. For related document, see ED 228 252. Some attachments are marginally legible.

Pub Type—Reports — Evaluative (142) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Failure, *Achievement Gains, Administrator Attitudes, Attendance Patterns, Board of Education Policy, Elementary Education, *Grade Repetition, Mathematics Achievement, Minority Groups, Parent Attitudes, Performance Factors, *Program Evaluation, Reading Achievement, *Remedial Programs, School Districts, Student Characteristics, Student Promotion, Summer Schools, Teacher Attitudes, Test Results
Identifiers—*Austin Independent School District TX, Iowa Tests of Basic Skills

A new elementary retention policy was implemented in the Austin Independent School District

(AISD) in 1981-82. The AISD Board of Trustees requested a three-year study of the impact and effectiveness of the policy. This report describes results from the second year of the study, including the effect of the change in policy on staff development, retention rates, student achievement, and staff and parent attitudes. A summary provides a description of the policy, evaluation focus, results, and implications, focusing on the most important findings of interest to a general audience. Extensive appendices provide technical information on specific questions addressed, methods utilized, and results. These are designed to provide more detailed information and documentation for research and evaluation staff as well as those school district administrators and Board of Trustees members particularly interested in the retention study. (Author)

ED 247 311 TM 840 501
District Achievement Profiles, 1982-83.

Austin Independent School District, Tex.
Pub Date—83

Note—93p.; Paper copy not available due to small print.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement Tests, Elementary Secondary Education, *School Districts, Scores, Testing Programs, *Test Results

Identifiers—*Austin Independent School District TX, Iowa Tests of Basic Skills, Sequential Tests of Educational Progress, Texas Assessment of Basic Skills

This report contains tables of District summary data for the achievement tests administered in the spring of the 1982-83 school year to all Austin Independent School District students in grades K-12. The Iowa Tests of Basic Skills (ITBS) were administered in grades K-8, the Sequential Tests of Educational Progress (STEP) were administered in grades 9-12, and the Texas Assessment of Basic Skills (TABS) was administered in grades 3, 5, and 9-12. Results are reported by ethnicity as well as the total group for ITBS median percentiles and grade equivalents, and STEP median percentiles based on 1970 norms and 1978 norms. District characteristics accompany these results to describe the general context in which these achievement scores were collected. The summary scores for students who were tested in each of the past two, three, and four years are also presented. Percentile rank scores are based upon a nationwide sample of students completing the ITBS or STEP prior to their publication. Students in grades 9-12 can be compared to two nationwide reference groups (1970 and 1978 norm groups). Criteria for student score inclusion or exclusion are explained. Two anomalies in data analysis and sounding are noted. (BS)

ED 247 312 TM 840 506
Frechtling, Joy A., Ed. And Others

Summary of MCPS Data on Differences in Minority and Majority Performance and Participation.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—27 Sep 83

Note—153p.; Small print in Executive Summary. Report prepared for Management Planning Group for the Minority Achievement and Participation Project, Work Conference I (Sept. 27-29, 1983).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academically Gifted, Courses, Dropouts, Elementary Secondary Education, Enrollment Trends, Extracurricular Activities, Graduate Surveys, *Minority Groups, *Performance Factors, *Racial Composition, *Racial Differences, School Personnel, Special Education, Statistical Surveys, Student Attitudes, *Student Participation, Suspension, Test Results

Identifiers—*Montgomery County Public Schools MD

This report presents an overview of performance differences of Montgomery County Public School students and informs staff of important data sources. The report relies heavily on data from the Department of Educational Accountability going back to 1978. The Executive Summary presents, in chart form, the areas covered, the questions addressed, a summary of the findings, and report page numbers for further information. Topics covered are: (1) the racial and ethnic composition of school

enrollment; (2) school staff composition; (3) student test results by racial and ethnic groups, 1977-82; (4) the relationship between minority group school composition and the black-white pupil achievement score gap; (5) enrollment in gifted and talented programs; (6) race differences in high school course enrollments; (7) programs for low-achieving students; (8) differences in school and self attitudes; (9) participation in extracurricular activities; (10) student suspension data; (11) in-school suspension; (12) dropouts; and (13) a graduate follow up study. The report contains 56 diagrams and tables, plus information sources for each section. (BS)

ED 247 313 TM 840 507
1982-83 Test Scores and Selected School Characteristics: Elementary Schools.

Chicago Board of Education, Ill.

Pub Date—[83]

Note—1,068p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF08/PC43 Plus Postage.

Descriptors—Academic Achievement, *Basic Skills, Educational Assessment, Elementary Education, *Elementary Schools, Grade Equivalent Scores, Institutional Characteristics, *School Districts, *Testing Programs, *Test Results

Identifiers—*Chicago Public Schools IL, Iowa Tests of Basic Skills

In the spring of 1983, Chicago elementary school students, grades 1-8, were administered the Iowa Tests of Basic Skills (ITBS), Form 7. Students in grades six and eight were also given tests in science, social studies, and language skills. This report on the new testing program consists of an overview of city-wide test results, district summaries, and individual school reports. 1982 results, adjusted to reflect new norms, are given to show comparisons of ITBS scores for 1982 and 1983. The overview contains ITBS score comparisons of Chicago and national test results, using 1983 baseline data by grade. Test scores and school characteristic data are given for each of the 20 administrative districts and for each school. School characteristics include school type, total budget allocation, number of teachers, school membership, student attendance rate, percentage of low-income students, percentage of limited-English-proficient students, student racial/ethnic composition, and special programs. The new testing program provides more comprehensive information on the total student population. 1983 median scores for reading and mathematics at almost all grade levels are closer to national norms than previous results. Appendix includes a glossary of terms and an alphabetical listing of schools. (BS)

ED 247 314 TM 840 526
Gross, Susan Frechtling, Joy A.

Screening and Rescreening for the Gifted and

Talented Program: 1980-81 and 1981-82 School Years.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Jun 83

Note—103p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Education, *Evaluation Methods, *Gifted, *Racial Differences, Racial Discrimination, *School Districts, *Screening Tests, Student Evaluation, Student Placement, *Talent Identification, Testing Programs

Identifiers—*Montgomery County Public Schools Md

The purpose of the present study was to reexamine the screening process being used to select students for gifted and talented programs in the Montgomery County Public Schools, Maryland, and to determine whether problems in screening have been overcome. Specifically, the study was designed to: (1) determine whether the revised screening procedures were being implemented in an appropriate and uniform fashion; (2) assess the extent to which more Black and Hispanic students were included in the screening and being selected for programs in an equitable fashion; and (3) reexamine findings from a 1979-80 study regarding the use of various instruments and procedures. The findings indicate that while some changes consistent with the revised guidelines have taken place in the screening and selection process, serious problems continue to exist; and procedures intended to increase minority participation are having only a slight impact. Further, implementation of the screening process continues to be inconsistent across schools. Comments by the staff of the Gifted

and Talented Program, which took issue with some of the findings in this report, are also included. (Author/BW)

ED 247 315 TM 840 529
Myerberg, N. James And Others.

Analysis of 1982-83 Maryland Functional Mathematics Test (MFMT) Results.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Jun 83

Note—15p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Cutting Scores, Exceptional Persons, *Mathematics Achievement, *Minimum Competency Testing, Quantitative Tests, Racial Differences, Reading Achievement, Reading Tests, *School Districts, Secondary Education, *State Programs, State Standards, Test Bias, Testing Problems, Testing Programs, *Test Results

Identifiers—*Maryland, *Montgomery County Public Schools MD

While the seventh and ninth grade Maryland Functional Mathematics Tests (MFMT) appear valid and well constructed, the 65 percent passing rate for Montgomery County Public Schools' ninth grade students raises questions about the 81 percent passing score set for the MFMT. This standard is far stiffer than the 59 percent set for the Maryland Functional Reading Test (MFRT), passed by 96 percent of Montgomery County ninth graders. Additional comparisons to the California Achievement Test (CAT) results support this apparent difference in standards. Reversing cutting scores would create an apparent "reading crisis" and passing mathematics rates would be 90 percent. Passing rates for special education students was low, ranging from 3 to 32 percent for the five different levels. Marked differences in the ninth grade test passing grades of racial and ethnic groups, and disparities with CAT results, may indicate bias in the MFMT. The passing percentages were: Blacks: 34, Hispanic: 42, Whites: 70, and Asians: 77. Analysis of passing rates by school and by math class indicate that with the present cut score, the problem is countywide and largely confined to students taking Math 9A and Algebra I, Part 1A. Nine charts and tables accompany the discussion. (BS)

ED 247 316 TM 840 532
Districtwide Testing Results by District and by

School: Grades 5, 7 and 9. Evaluation Services

Department Report No. 355.

San Diego City Schools, Calif. Evaluation Services Dept.

Pub Date—83

Note—86p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, *Basic Skills, Elementary Education, Junior High Schools, National Norms, *School Districts, Scores, Test Norms, *Test Results

Identifiers—Comprehensive Tests of Basic Skills, *San Diego Unified School District CA

The Comprehensive Tests of Basic Skills (CTBS), Form U were administered to all students in Grades 5, 7, and 9 in the San Diego City Schools during the last two weeks of April, 1983. This report is intended to respond to two primary questions: (1) how are San Diego elementary and junior high students doing relative to the national norm group, and (2) how does districtwide CTBS achievement for Spring 1983 compare to the previous year? Most district median percentile values were at or above the 50th percentile. Twenty of the thirty subtests had medians above the 50th percentile, another nine subtests had medians which equaled or closely approximated the national norm, and only one subtest had a median well below average (Grade 9 Spelling, 46th percentile). The Math Computation subtest scores for Grades 5, 7 and 9 were consistently exceptionally high—with nearly two-thirds of the students scoring at or above the national average. Compared with Spring 1982 results, 1983 median percentile scores have increased or remained stable in 19 of 20 instances. Only the Grade 5 Reading Comprehension median percentile value declined. Language subtests demonstrated very substantial gains in both Grades 5 and 7. (Author/BW)

ED 247 317
Johnson, Jessie

TM 840 539

Adaptation of Curriculum, Instructional Methods, and Materials Component: Instructional Aide Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.

Pub Date—Jul 83

Note—45p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Inservice Education, *Low Achievement, Primary Education, *Program Effectiveness, Program Evaluation, *Reading Achievement, School Districts, Surveys, *Teacher Aides, Teacher Attitudes
Identifiers—Columbus Public Schools OH

The goal of the Columbus Public Schools' instructional aide program is to provide an educational support program for underachieving pupils in kindergarten and first grade. The evaluation was based on objectives addressing gains in reading achievement and staff development for the aides. The evaluation design provided for the collection of data in four areas: pupil census, standardized achievement test, classroom teacher survey, and inservice evaluation. The kindergarten component was conducted in 40 schools with 49 aides serving 785 pupils and 61 teachers. The aides attended 14 half-day inservice training sessions. The first grade component was conducted in 43 schools with 103 aides serving 1,640 pupils and 206 teachers. The aides attended 16 half-day inservice training sessions. In both components, all of the objectives were achieved for the 1982-83 school year. (BW)

ED 247 318 TM 840 540

Thordike, Robert L.
Adaptive Testing: More Bang for the Buck.

Pub Date—83

Note—26p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, November 2-5, 1983).
Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, Computer Assisted Testing, Difficulty Level, Latent Trait Theory, *Student Evaluation, Test Items, *Test Use
Identifiers—Two Stage Testing

In educational testing, one is concerned to get as much information as possible about a given examinee from each minute of testing time. Maximum information is obtained when the difficulty of each test exercise matches the estimated ability level of the examinee. The goal of adaptive testing is to accomplish this. Adaptive patterns are reviewed for three types of testing situations: (1) group testing, (2) interactive testing with a computer, and (3) individual testing by a trained examiner. Special attention is given to the stradaptive test format. (Author)

ED 247 319 TM 840 542

Cookingham, Frank G.
Assessing Attitudes Toward Urban Teaching: Concerns and Suggestions.

Pub Date—31 Jan 84

Note—13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, January 31, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Data Collection, Elementary Secondary Education, Measurement Techniques, *Teacher Attitudes, *Testing, Testing Problems, Test Validity, *Urban Teaching
Identifiers—Data Interpretation

This paper deals with six sets of concerns and suggestions that arise as attitudes toward urban teaching are assessed. The first set arises from the complexity of measuring attitudes. It is strongly recommended that critiques of attitude data be based on plausible rival hypotheses. The second set involves the identification of beliefs related to a specific attitude. The operational definition of an attitude should be re-examined periodically in terms of other potentially influential beliefs. Two more sets of concerns are related to making supplementary observations in order to interpret responses, and locally validating an instrument. Additional observations should include some in-depth information from a few respondents in each survey group. A fifth set of concerns is related to criteria for determining when measurements have practical significance. The last set involves the search for subtle differences in the data collected. (BW)

ED 247 320 TM 840 543

Kuzmyn, Zenon J. Collet, Laverne S.
Assessing Stakeholder Input in a Large System.

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Counseling Services, Crisis Intervention, *Evaluation Methods, *Formative Evaluation, Interviews, Observation, Participant Satisfaction, Program Effectiveness, Student Attitudes, Student Behavior, Student Records
Identifiers—*Stakeholders, *Triangulation

The intent of this paper is to illustrate the use of stakeholder information in evaluating a school program. The material presented is part of a comprehensive formative evaluation of a crisis intervention program operated by a suburban school district situated near a large industrial city in the Midwest. The crisis intervention program provided counseling services to high school students experiencing personal problems, such as substance abuse, parental drinking, sexual abuse, grief and loss, and depression and suicide. The project illustrates the feasibility of a "triangulation of evidence" technique in which behavioral information from case records is used to supplement interview and questionnaire responses of various stakeholder groups. The term stakeholders as used here specifically includes the recipients of the service as well as third party groups impacted by the program. The illustrative study is followed by a discussion of the advantages and disadvantages of the present approach, and considerations regarding replication. The appendix is comprised of numerous tables dealing with choice of professional to intervene with various problems. (BW)

ED 247 321 TM 840 546

Stevenson, Zollie J., Jr.
Assessment of the Clinical Performance of Medical Students: A Survey of Methods.

Pub Date—1 May 83

Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Clinical Experience, *Evaluation Methods, *Graduate Medical Students, Higher Education, Observation, Problem Sets, Standardized Tests, *Student Evaluation

Identifiers—Multiple Measures Approach

This review of methods used to assess the clinical performance of medical students focuses on four common assessment approaches: (1) the examination developed by the National Board of Medical Examiners (NBME); (2) systematic, multifactor evaluation methods; (3) observation techniques; and (4) problem based methods. Analyzed in conjunction with each approach were reliability and validity data as well as practicality of the assessment approaches. The reliability and validity data are extensive and high for the NBME. The NBME is the least complicated instrument to administer and score. However, it cannot assess client-clinician interactions utilizing live subjects. Reliability and validity data on observation methods are sparse; and where data exists, the coefficients are generally low. Multifaceted evaluation techniques have provided more accurate assessments of student competence, but require more time and more people to administer multiple assessments. A final issue related to the assessment of clinical competence involves the determination of a generally acceptable definition of competence. (Author/BW)

ED 247 322 TM 840 548

Aiken, Lewis R. Roman, Lenny
Attitudes and Experiences concerning Psychological and Educational Testing.

Pub Date—25 Apr 84

Note—18p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, Oral Language, *Public Opinion, Standardized Tests, *Student Attitudes, *Teacher Attitudes, *Testing, Tests
Identifiers—Gallup Poll

Reports and commentary in the media concerning

the use of psychological tests in educational, clinical, and business/industrial contexts have become commonplace in recent years. The Gallup polls over the past 15 years indicate that the American people as a whole are in favor of requiring all students to pass a high school graduation examination, promoting children only if they can pass yearly examinations, requiring new teachers to pass a state board examination, and testing teachers and administrators periodically. In the mid-1970s, a Russell Sage Foundation survey of 1450 teachers found that the tests administered, the purposes for which they were employed, and the attitudes of teachers toward testing varied from school to school. A 1982 survey of 457 students at Pepperdine University (California) indicated that college students' attitudes toward oral testing are not very positive. A 1983 survey of students at Pepperdine, the University of North Alabama, and Guilford College (North Carolina) found that most students feel that standardized tests of ability are not good measures of their ability to do college work, are ambiguous and tricky, emphasize memory for detail and make them nervous and upset. Test results and the 1983 attitude questionnaire are included. (BW)

ED 247 323 TM 840 550

Johnson, Jessie
Language Development Component: All Day Kindergarten Program. Final Evaluation Report.

Pub Date—Jul 83

Note—27p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Extended School Day, Inservice Teacher Education, *Kindergarten, *Language Skills, Parent Participation, Preschool Education, *Program Effectiveness
Identifiers—Columbus Public Schools OH, Education Consolidation Improvement Act Chapter 1, *Full Day Programs

The All Day Kindergarten Program was instituted in the Columbus Public Schools in January, 1972, for the purpose of providing a full day of instruction for underachieving kindergarten pupils. The 1982-83 program goal was that the average language/reading growth of pupils in program attendance for at least 80 percent of the instructional period would increase 1.5 normal curve equivalent (NCE) points for each month of instruction (10.5 NCE points for the 140 days of instruction). The evaluation design called for data collection in five areas: Education Consolidation and Improvement Act (ECIA) Chapter 1 pupil census, standardized achievement test (Language Survey Test of the Metropolitan Achievement Tests), ECIA Chapter 1 teacher census, parent involvement, and inservice evaluation. The program served 407 pupils, of whom 271 met the two criteria for inclusion in the evaluation sample: 80 percent attendance, and administration of both the pretest and the posttest. The average gains of 21.3 NCE points in language is more than two times the objective of 10.5 NCE points. Data on inservice education and parent involvement indicated that those program objectives were also met, and survey instruments for teachers, parents, and observers conclude the document. (BW)

UD

ED 247 324 UD 023 074

Larris, J. John, III And Others

Beyond School Desegregation: A Study of Student Perceptions and Needs in Six Suburban Township School Districts in Marion County, Indiana, Year Two. A Research Report.

Indiana Univ., Bloomington. Office of School Programs; Indiana Univ., Indianapolis. Center for Urban and Multicultural Education.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—Aug 83

Note—257p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Black Students, *Desegregation Effects, Elementary Secondary Education, Questionnaires, Racial Attitudes, Research Methodology, *School Desegregation, *Student Attitudes, Student Needs, Student School Relationship, *White Students

Identifiers—Indiana (Indianapolis), *Indiana

(Marion County)

This is the report of 1982 and 1983 studies of six suburban school districts in Marion County, Indiana. It analyzes student attitudes towards school desegregation in the second year of an ongoing, court-required student needs assessment. Part I introduces the study. Part II provides a legal history of integration problems in Marion County, the study's statement of purpose, and an explanation of the development of the study questionnaire. Part III describes the methodology used to survey 4,783 students in Grades 2-11, a sampling that included 3,119 white residents and 1,486 black non-residents. ("Non-residents" were those bused to schools outside their home school districts.) Part IV includes statistical results with factor, chi-square, regression, and cluster analyses. Part V, with findings and conclusions, discusses the study's dominant finding that black and white students were pleased with their schools after integration. Recommendations made include the need for educators' continuing sensitivity to factors surrounding parental and student concerns. Appended are a legal history of desegregation in the United States, 1982 and 1983 questionnaires, the script of the 1983 survey, and results of the various data analyses operations. (KH)

ED 247 325 UD 023 183

Penick, Benson E. Morning, Carole

The Retention of Minority Engineering Students. Report on the 1981-82 NACME Retention Research Program.

National Action Council for Minorities in Engineering, Inc., New York, NY.
Pub Date—15 Feb 83

Note—108p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Engineering Education, Higher Education, *Minority Groups, Program Effectiveness, *School Holding Power, Student Behavior, Student Characteristics, Student Needs, Summer Programs, *Supplementary Education

Identifiers—*Support Services

To help engineering schools improve their minority student retention rates, the National Action Council for Minorities in Engineering (NACME) undertook a Retention Research Program. The program consisted of two parts. First, NACME funded 11 projects which planned to add to or modify one or more minority student support services. Second, NACME used data from all the proposals originally submitted (51) and from the 11 funded projects to draw conclusions about factors contributing to retention success. Analyses of proposal data revealed that the three support mechanisms significantly related to success were: (1) monitoring of student performance and early warning of academic difficulty; (2) formal interaction among the minority engineering program, its students, and the engineering faculty; and (3) a summer pre-freshman program to diagnose participants' academic strengths and weaknesses and provide the assistance indicated. Analysis of project data yielded a number of significant findings, the most important of which was that retention can be dramatically improved through the addition or modification of one or more support mechanisms to those services already in place. Other findings underlined the importance of the following: summer sessions plus extra coursework during the year; provision of services by a minority rather than an all-students program; improved study skills courses; and students' previous participation in a pre-engineering program, positive academic self-concept, and motives for choosing engineering. (CMG)

ED 247 326 UD 023 667

Nelson, William J.

Racial Definition Handbook.

Report No.—ISBN-0-8087-5337-1

Pub Date—82

Note—70p.; Published by Alpha Editions, a division of Burgess Publishing Company, Minneapolis, MN.

Available from—The Hugh C. Memorial Scholarship Fund, 4509 East Cornwallis Road, Durham, NC 27713 (\$10.00 each).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthropology, Blacks, *Classification, *Definitions, Ethnology, Physical Characteristics, *Race, Racial Attitudes, *Racial Differences, *Racial Identification, *Social Influences, Social Sciences, United States History,

Whites

Our culture draws lines between "races" in a variety of ways. Professional scholars and society in general each have their own set of aims and methods for dividing by race. The professional classifiers have been at times inconsistent and fallacious in their methods. The scientific classifiers (physical anthropologists, for example) assume an atmosphere of scientific objectivity and are unconcerned with how people classify themselves. They recognize a difference between a "pure race" and a racial hybrid. Social scientists, in contrast, have been almost totally concerned with what people think is their racial membership—and therefore the social scientists believe that racial taxonomies can change on the social level. But many social scientists are particularly concerned with those in power and what the empowered think is the racial membership of a particular person. In society at large, race has as much meaning as its members want it to. For cultural, economic, and political reasons, "white" and "black" historically have been radically polarized in the United States. Membership is ascribed at birth, is lifelong, and places one in conflict with the other group. Not surprisingly, the American racial definition system correlates highly with the oppression of blacks. In conclusion, the self-definition of race, and whether one feels positively about the race one is born into, can be very much influenced by what society says is right. (KH)

ED 247 327 UD 023 674

Anderson, Nancy Rodriguez, Orlando

Conceptual Issues in the Study of Hispanic Delinquency.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—84

Grant—2-POI-MH-30569-06A1

Note—9p.; For related documents, see UD 023 675-676.

Journal Cit—Hispanic Research Center Research Bulletin: v7 n1-2 p2-8 Jan-Apr 1984

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Crime Prevention, *Delinquency Causes, *Hispanic Americans, Social Control, Social Science Research, *Social Theories, *Urban Youth

Identifiers—*Avoidance Behavior

This article examines the delinquency literature to determine how factors identified as influencing delinquency actually operate among Hispanics. In light of the fact that Hispanic youth with similar socioeconomic levels to Blacks engage in delinquency at lower rates than Blacks, the article also tries to explain how Hispanic adolescents living in a high crime area such as the South Bronx in New York City manage to avoid delinquency. Four theories—the social control theory, the opportunity structure theory, the social disorganization theory, and the crime deterrence theory—are examined to determine their applicability to Hispanic delinquency and to consider how they may be modified to reflect the life circumstances of inner-city Hispanic adolescents. Throughout, the discussion indicates how the little knowledge available about Hispanic inner-city delinquency, as well as findings of the Hispanic Research Center's exploratory fieldwork in the South Bronx, necessitates extending conceptualizations of delinquency. Finally, the article examines how acculturation, a key factor in Hispanic life, is interrelated with other factors associated with delinquent behavior. (CMG)

ED 247 328 UD 023 675

Rodriguez, Orlando And Others

Crime Rates among Hispanics, Blacks, and Whites

in New York City.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—84

Grant—2-POI-MH-30569-06A1

Note—6p.; For related documents, see UD 023 674 and UD 023 676.

Journal Cit—Hispanic Research Center Research Bulletin: v7 n1-2 p8-12 Jan-Apr 1984

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Blacks, Comparative Analysis, *Crime, *Delinquency, *Hispanic Americans, *Racial Differences, Urban Youth, *Whites

Identifiers—New York (Bronx), *New York (New York)

Two analyses of New York City crime data—one for the entire city, and one for the Bronx—compare the crime rates of Hispanics, Whites, and Blacks. Analysis of crime rates for the city as a whole indicates that Hispanic crime patterns are different from those of Blacks and Whites. Hispanics have lower than expected crime rates, given their socioeconomic level. Hispanic youth appear to have a pattern of offenses closer to that of Whites than of Blacks, while Hispanic adults have a crime pattern closer to that of Blacks than of Whites. At the same time, Hispanic juvenile crime is more similar to that of Blacks than Whites with respect to maturing out of delinquency: both minority groups have a higher ratio of juvenile to adult crimes than Whites. Examination of crime rates in the Bronx shows that the South Bronx, an area of high Puerto Rican concentration and one of the poorest areas in New York City, has higher than average juvenile crime rates. (CMG)

ED 247 329 UD 023 676

Edelman, Marc

Exploratory Study on Delinquency and Delinquency Avoidance in the South Bronx.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—84

Grant—2-POI-MH-30569-06A1

Note—6p.; For related documents, see UD 023 674-675.

Journal Cit—Hispanic Research Center Research Bulletin: v7 n1-2 p12-15 Jan-Apr 1984

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delinquency Causes, Family Relationship, Family Structure, Group Dynamics, *High Risk Persons, *Hispanic Americans, Interpersonal Relationship, Peer Groups, *Puerto Ricans, Social Theories, *Urban Youth

Identifiers—*Avoidance Behavior, *New York (Bronx), Opportunity Structure

Between March 1983 and January 1984, the Hispanic Research Center conducted exploratory field research in a South Bronx (New York City) neighborhood in order to develop hypotheses and collect data which could be used in research relevant to the avoidance of delinquency by male Puerto Ricans considered at risk. The research highlighted the conceptual importance of such factors as peer interaction and legitimate and illegitimate opportunities. It also emphasized the limitations of existing conceptualizations of delinquency-related factors, particularly the notions of "delinquent orientation" and "strategic life styles." It aided, too, conceptualization of how factors described in the literature of different conceptual traditions may interact to produce delinquency or to avert it. Finally, the research made clear the need to carefully develop measures of delinquency and peer and family interaction, as well as other factors. Careful measurement of these variables may permit research to better capture aspects of adolescents' and parents' lives relevant to delinquency and its avoidance among Puerto Rican youth in the South Bronx. (CMG)

ED 247 330 UD 023 691

A Policy Framework for Racial Justice.

Joint Center for Political Studies, Washington, D.C.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Field Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; New World Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.

Report No.—ISBN-0-941410-30-7

Pub Date—83

Note—32p.; Foreword by Kenneth B. Clark and John Hope Franklin; Statement formulated as a result of conferences held in Tarrytown, New York in 1981 and 1982, and a conference of the Black Leadership Forum held in 1983 in Racine, Wisconsin.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Education, *Black Employment, *Black Family, *Blacks, Community Role,

Economic Opportunities, *Economic Status, Elementary Secondary Education, Equal Education, *Government Role, Postsecondary Education, Welfare Services

Black Americans are represented disproportionately among the chronically poor, unemployed, and underemployed. Their most urgent problems can best be addressed by focusing on three overlapping areas: the progress of the economy, the condition of the black family, and educational opportunity. First, blacks have always been structurally excluded from the American economy, but they are suffering from problems that ostensibly have little to do with race. These include deindustrialization, shifting employment patterns, and changing central city demographics. Achieving full employment requires: (1) rational government involvement in the economy; (2) a social contract between business, labor, professional associations, and government; and (3) the gradual replacement of stigmatizing public assistance programs with more universal forms of social welfare. On the other hand, the present black family crisis—characterized by the growth of poor, female-headed households—is directly related to racism. Government programs addressing this problem must be redesigned and reconceptualized. Black youth must be encouraged to pursue education and delay family formation, and the stability of black husband-wife families must be reinforced. Finally, in the area of education, blacks face three basic problems: (1) lack of access to quality public education in grades K-12; (2) underrepresentation in postsecondary degree programs; and (3) adult illiteracy. Solutions must come from every level of society, from the school district to the Federal government. The Federal government must play a continuing role in financing equal educational opportunity and enforcing school desegregation. (KH)

ED 247 331 UD 023 692
James, William

The Black Experience in Medical Education: 1840 to 1980.

Pub Date—[84]
Note—11p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Education, Blacks, *College Desegregation, Educational Discrimination, Educational History, *Medical Education, *Medical Schools, *Physicians, *Racial Segregation

In the 1800s there were few opportunities for blacks who wanted to become physicians. Harvard and Bowdoin began accepting black students in the 1840s, but "whites only" policies existed at most schools until the 1960s. The majority of black doctors were trained in Europe or at one of the black medical colleges established after the Civil War. A number of these existed by the time of the Flexner Report of 1910, but all except Howard and Meharry were criticized by that report for being ineffective and money-wasting. Many were closed. Black doctors continued to graduate from segregated schools, but after the Flexner Report they faced even greater discrimination. Montague Cobb and the National Association for the Advancement of Colored People began to protest this segregation in the 1940s. By 1966, every school approved by the Association of American Medical Colleges had begun to admit blacks. Moreover, in 1964, the American Medical Association had declared its opposition to the exclusive policies of many of its local chapters (which ultimately had restricted membership at the national level). By then, major support programs and foundations had been established to aid black medical education. Despite these advances, the proportion of blacks who are practicing physicians has declined constantly since 1930. Only one black out of 3,800 becomes a doctor, as compared to one of 560 whites. Formidable barriers—such as the reverse discrimination concept—continue to obstruct equal medical education and opportunities. (KH)

ED 247 332 UD 023 699

Project of National Significance for Providing Advocacy Services to Hispanic and Asian Developmentally Disabled Persons Residing in California. Final Report.

Protection and Advocacy, Inc., Sacramento, CA. Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—May 84
Grant—90DD0025/01
Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Advocacy, *Asian Americans, Cultural Differences, Cultural Traits, *Developmental Disabilities, Family (Sociological Unit), *Hispanic Americans, Korean Americans, Legal Aid, Legal Education, Migrants, *Services, Vietnamese People

Identifiers—*California

In 1982, Protection and Advocacy, Inc. (PAI) was awarded funds to provide advocacy services to Hispanic and Asian developmentally disabled persons residing in California. Initial target populations selected were the urban Korean, Vietnamese, and Hispanic communities of Los Angeles. The project's goals were (1) to provide training in self-advocacy skills; (2) to increase availability and accessibility of services; and (3) to insure attainment of services through advocacy for human, civil, service, and legal rights. The acculturation process of California's Asian and Hispanic groups is encumbered by language, family, and religion. But each subgroup has its own reasons for being reluctant or unable to discuss problems or seek assistance. Buddhist-influenced groups, for instance, feel enormous guilt over disabled family members. For many Hispanics, social services bear the stigma of "charity," and undocumented Hispanics must avoid any attention. PAI had to develop a methodology that addressed these characteristics and one that educated culturally insensitive providers. To reach target groups, PAI undertook an extensive media campaign. It led training workshops for consumers and providers, translated a manual on California programs for the disabled, and produced information brochures in Spanish, Vietnamese, and Korean. Two types of advocacy were provided: short-term assistance and direct representation. The project has managed to narrow the California access "gap," but one of many continuing problems is the lack of knowledge displayed by many service providers regarding their responsibility to provide equal and accessible services to minority communities. After the termination of grant funds, PAI will be institutionalized. (KH)

ED 247 333 UD 023 707

Velazquez, Clara Schulman, Robert

South Bronx High School, Project CASS. O.E.E.

Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Feb 84

Grant—G008202905

Note—53p; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education Programs, *Career Awareness, Disadvantaged Youth, English (Second Language), High Schools, Mainstreaming, Native Language Instruction, *Program Effectiveness, Program Evaluation, Spanish Speaking, *Transitional Programs

Identifiers—*New York (Bronx)

Project CASS (Career Awareness/Survival Skills) in its first year of a two-year funding cycle provided English as a second language (ESL) and native language instruction, as well as bilingual instruction in mathematics, science, history and economics, to 250 low income, Spanish speaking students at South Bronx High School. The program's primary goal was to prepare students both linguistically and academically for the occupational world in the shortest time possible. To this end, students were provided with language instruction and with opportunities to develop those survival skills necessary for obtaining employment and being financially self-supporting. Program activities and services (provided with Title VII, Chapter 1, tax-levy, and Module 5B funds) included curriculum materials development, peer tutoring, personal and vocational guidance, and staff development efforts. Parent involvement in Project CASS was limited. Quantitative analysis of student achievement indicated that in ESL and native language studies, participants achieved program objectives. The objective of a 65 percent passing rate in mathematics, science and social studies was achieved only by 10th grade science students in the fall and spring, and 11th grade science students in the fall. No data were provided in the area of career awareness. (GC)

ED 247 334 UD 023 708

Cochran, Effie Papatzikou Schulman, Robert
Morris High School, New Directions for Bilingual-

ism. O.E.E. Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Feb 84

Grant—G008202847

Note—93p; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education Programs, *Economically Disadvantaged, English (Second Language), Immigrants, Limited English Speaking, Mainstreaming, Program Effectiveness, Program Evaluation, *Self Concept, *Spanish Speaking, Student Characteristics, *Transitional Programs

Identifiers—*New York (Bronx)

New Directions for Bilingualism, at Morris High School (Bronx, New York) completed the first year of a three year cycle in June 1983. The program, which served 300 newly-arrived, foreign-born, low income students, had as its major goals the improvement of participants' English language proficiency, development of their native language (Spanish) skills, and enhancement of their self-image. Program students were not isolated from the high school, but shared two periods per day with mainstream students. Instructional and noninstructional support services were provided to program students; these were funded from a variety of sources. Supportive services included personal and academic counseling as well as home visits. Analysis of student achievement indicated that participants in New Directions met or surpassed program objectives in most areas. In addition, their attendance rate was considerably higher than that of non-program students in the same school. (GC)

ED 247 335 UD 023 709

Cochran, Effie Papatzikou Collins, Carla

Louis D. Brandeis High School, Demonstration

Bilingual Enrichment College Preparatory Program. O.E.E. Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Feb 84

Grant—G008102475

Note—72p; For a related document, see ED 231 918; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Achievement Gains, Admissions Counseling, *Bilingual Education Programs, College Preparation, *Cultural Activities, Demonstration Programs, *Enrichment Activities, High Schools, *Post High School Guidance, *Program Effectiveness, Program Evaluation

Identifiers—*New York (New York)

The Enrichment College Preparatory Program, an Elementary and Secondary Education Act, Title VII bilingual demonstration project at a Manhattan, New York City, high school, completed the final year of a two-year funding cycle in June 1983. The program, which provided cultural enrichment and advanced academic experiences to 160 intellectually gifted, bilingual students, consisted of three major components: (1) special Scholastic Aptitude Tests (S.A.T.) mathematics and English courses for 11th and 12th grade limited English proficiency students; (2) college advisement, consisting of workshops and conferences designed to assist students and their parents in choosing colleges, applying for entrance and for student loans, preparing for admissions interviews, and planning visits to college campuses; and (3) cultural activities organized for students in all grades to enhance social awareness by exposure to various artistic experiences. Students' test scores, college admissions, and reactions from cultural institutions visited clearly indicated that the program made great strides in its two-year existence. (Author/GC)

ED 247 336 UD 023 710

Sjostrom, Barbara R. Sica, Michael

George W. Wingate High School, Bilingual Demonstration College Preparatory Program. O.E.E.

Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Mar 84

Grant—G008104581

Note—63p; For a related document, see ED 238 992; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education Programs, *College Bound Students, *College Preparation, English (Second Language), High Schools, Mainstreaming, *Program Effectiveness, Program Evaluation, *Spanish Speaking Identifiers—*New York (Brooklyn)

The Bilingual Demonstration College Preparatory Program, in its second year of funding, provided English as a second language (ESL) and native language instruction, in addition to bilingual instruction in mathematics, social studies, and science, to 120 Spanish-speaking students in grades 9-12 at George W. Wingate High School (Brooklyn, New York). The program had two major foci: assisting students in successfully completing high school, and encouraging them to enter postsecondary education. Students were mainstreamed during their junior year, although some continued to take ESL or English reading courses to enhance their English skills. The program supported administrative and support services staff, curriculum development activities, supportive services to program students, staff development activities, and monthly meetings for parents. Analysis of student achievement indicated that program students met English language development objectives in the fall but not in the spring. Further, the overall passing rates of program students in mathematics and social studies courses were significantly lower than the passing rates of mainstream students in comparable classes. The attendance rate of participants was greater than that of the general school population. Based on the evaluation, a number of recommendations were formulated toward improving the program's effectiveness. (GC)

ED 247 337

UD 023 711

Keyes, Jose Luis. Sica, Michael

Evander Childs High School, Cooperative Work-Study Program for Bilingual Students. O.E.E. Evaluation Report, 1982-83. New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Feb 84

Grant—G008202290

Note—79p.; Prepared by the Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education Programs, *Career Education, *Career Exploration, English (Second Language), High Schools, Limited English Speaking, Native Language Instruction, *Program Effectiveness, Program Evaluation, *Work Experience Programs Identifiers—*New York (Bronx)

In its first year, the Cooperative Work-Study Program for Bilingual Students offered full and partial programs of bilingual instruction and career exploration, as well as supportive services, to 160 students at Evander Childs High School, Bronx, New York. Full program students spoke Spanish at home and in the community; partial program participants spoke various native languages including Arabic, Khmer, Chinese, French, Greek, Haitian, Creole, Korean, Persian, Spanish, Urdu, and Vietnamese. The program goal was to develop students' proficiency in English and to increase their career awareness. In addition to English as a second language, native language instruction, and content-area instruction, program students attended career education lessons and activities each semester. Title I and Chapter 1 funds supported these as well as other program activities, including guidance and academic counseling, guest lectures, field trips, staff development, a parent advisory committee, and work experience activities. Analysis of student achievement indicated that both curriculum and career information objectives were met by program participants. (GC)

ED 247 338

UD 023 712

Shore, Rima. Schulman, Robert

Comprehensive Russian Instructional Program. O.E.E. Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Mar 84

Grant—G008202907

Note—76p.; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Ed-

ucation Programs, Business Skills, *Career Awareness, Career Counseling, English (Second Language), High Schools, Private Schools, Program Effectiveness, Program Evaluation, Public Schools, *Russian, *Student Characteristics Identifiers—New York (New York), *Russian Jews, Russians

Project CRIP (Comprehensive Russian Instructional Program) in its first year provided career orientation and support services to 460 Russian-speaking students of limited English proficiency at three public and four private high schools in Brooklyn and Queens, New York. The primary project goal was to help students to plan and prepare for future careers. Stated objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with the career advisor for counseling, visits to business offices, and workshops involving representatives of various businesses and occupations. The specific instructional program available to Project CRIP participants varied from site to site, but included English as a second language and native language instruction and content-area instruction. The project's career awareness component included counseling, lectures, presentations by outside speakers, and informal no-credit classes in computer programming, career education, and office skills. Staff development activities and encouragement of parent participation also took place under Project CRIP. Students were assessed in English language development; growth in their mastery of the native language; mathematics, science, social studies, and business courses; and attendance. Results varied considerably among school sites. (GC)

ED 247 339

UD 023 713

Keyes, Jose Luis. Collins, Carla

Adlai E. Stevenson High School, Bilingual Academic and Technical Education for Youth Program. O.E.E. Evaluation Report, 1982-1983.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Mar 84

Grant—G008006765

Note—59p.; For a related document, see ED 216 086 and ED 234 121; Prepared by the O.E.E. Bilingual Education Evaluation Unit.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education Programs, Curriculum Development, English (Second Language), High Schools, Limited English Speaking, Native Language Instruction, *Program Effectiveness, Program Evaluation, *Spanish Speaking, *Technical Education, Vocational Education

Identifiers—*New York (Bronx)

The Bilingual Academic and Technical Education for Youth (BATEY) Program completed its third and final year of funding at Adlai E. Stevenson High School, Bronx, New York. In 1982-83, the program offered bilingual instruction and support services to approximately 300 Hispanic students of limited English proficiency in grades 9-12. Although the program emphasized vocational skills training, its ultimate goal was to develop proficiency in English and to prepare students to meet graduation requirements. The program developed and adapted curriculum materials in mechanical drawing, automotive machine shop, home maintenance and repair, bookkeeping and record keeping, American history, and consumer economics. Support services for program students consisted of guidance and career counseling. Staff development activities included monthly department meetings and workshops. Program parents were members of the advisory committee. Quantitative analysis of student achievement showed significant gains in English and Spanish reading and industrial arts. Passing rates in mathematics, science and social studies ranged from 49 to 99 percent. The attendance rate of program students was greater than that of the general school population. It was concluded that the program's success was due to the competence and dedication of the program staff, the acquisition and development of curriculum materials, and the support of the school administration. (GC)

ED 247 340

UD 023 714

Problems in Urban Centers. Oversight Hearings before the Committee on the District of Columbia, House of Representatives, Ninety-Sixth Congress, Second Session on Problems in Urban Centers, Washington, D.C., and the Federal Government Role (June 25, 26, 27, July 23, 24,

30, and September 30, 1980). [Volume I]. Serial No. 96-16.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

Pub Date—80

Note—955p.; For a related document, see UD 023

715. Portions of document contain small print.

Pub Type—Reports - General (140) — Legal/Leg-

islative/Regulatory Materials (090)

EDRS Price - MF06/PC39 Plus Postage.

Descriptors—Affirmative Action, Civil Rights, Elementary Secondary Education, Employment Opportunities, *Federal Aid, *Government Role, Hearings, Minority Groups, Municipalities, Older Adults, Police Community Relationship, Poverty, *Public Policy, Racial Discrimination, Taxes, *Urban Areas, Urban Demography, Urban Education, Urban Improvement, Urban Population, *Urban Problems, Youth

Identifiers—California (Watts), Congress 96th, *District of Columbia, Florida (Miami), Georgia (Atlanta), Michigan (Detroit)

This is a transcript which documents 1980 hearings of the House of Representatives Committee on the District of Columbia. The transcript compares past and present conditions in Washington, D.C. and other American cities; surveys how Federal assistance has helped or hindered the ability of cities to confront urban problems; and explores how Federal government resources can best aid cities. Washington, D.C. receives the most attention (it is called a "prototype of America's major urban central cities"). Other urban centers considered in relative depth are Atlanta, Miami, Watts, and Detroit. The 35 witnesses whose testimony is presented came from universities, research centers, community programs, and government. Special material is presented from newspapers, the U.S. General Accounting Office, the District of Columbia police department and school system, the Congressional Research Service, the National Community Action Agency, the National Urban League, the National Urban coalition, the U.S. Commission on Civil Rights, and academic research. The many different areas considered include affirmative action, civil rights, and equal opportunity; urban economics and finance; Federal support, and grants-in-aid; taxation; equal employment, manpower, and training; crime, safety, and the police-community relationship; families and housing; education; poverty; racism; senior citizens and youth; population movements, migration, and refugees; and urban development and policy. (KH)

ED 247 341

UD 023 715

Problems in Urban Centers: Philadelphia-Los Angeles-Houston. Oversight Hearings before the Committee on the District of Columbia, House of Representatives, Ninety-Seventh Congress, First and Second Sessions on Problems in Urban Centers, Washington, D.C., and the Federal Government Role (June 15, 30, 1981, and February 12, 1982). Volume II. Serial No. 97-15.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

Pub Date—83

Note—494p.; For a related document, see UD 023 714. Portions of document contain small print.

Pub Type—Reports - General (140) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Crime, Employment Opportunities, *Federal Aid, *Government Role, Hearings, Housing Deficiencies, Juvenile Gangs, Law Enforcement, Minority Groups, *Urban Environment, *Urban Population, *Urban Problems

Identifiers—*California (Los Angeles), Congress

97th, Gangs, *Pennsylvania (Philadelphia), Texas

(Houston)

This is the second published volume of the House Committee on the District of Columbia's hearings and findings on the problems of urban centers in America and the Federal government role. The earlier volume focused on Washington, D.C. as a central model and viewed urban problems very broadly. Based on findings presented in the earlier volume, the present volume examines the particular problems of urban environments that are different from Washington, D.C. in geographic and socioeconomic character. The hearings transcribed here were held in Philadelphia, Houston, and Los Angeles in 1981 and 1982. Witnesses (40 in number) are primarily local in their concerns and involvement. Problems discussed fall into three general categories: crime, housing, and employment. The Philadelphia section focuses on the witnesses' concern that the loss of

Law Enforcement Assistance Administration funds would substantially undermine law enforcement—even as violence in the city is increasing. In Los Angeles, the most discussed concern is over the rise of youth gangs and violence, a problem said to arise from unemployment and nonassimilation of recent immigrants (particularly Hispanics and Asians). The Houston hearings contain testimony that this city's "boom" is deceptive and does not extend to persons at the lower levels of income. Like those in the other cities, Houston witnesses favor increased Federal involvement toward solving their city's problems. (KH)

ED 247 342 UD 023 716

Discipline Seminar Report.

Seattle Public Schools, Wash.

Pub Date—Oct 81

Note—42p; Prepared by the Office of Policy Planning. Printed on colored paper, so reproducibility may be poor.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Standards, *Board of Education Policy, *Discipline Policy, *Educational Environment, Elementary Secondary Education, *School Policy, *Student Rights, *Student School Relationship

Identifiers—Seattle Public Schools WA

This report, which contains information and observations gathered over a three-week period by participants in a 1981 seminar on discipline, outlines the discipline problems and policies of the Seattle Public Schools. Based on parental, staff, and student concerns that a small percentage of students are engaging in unacceptable behavior, the report asserts the district's obligation to support the good conduct of the vast majority by providing a safe and secure learning environment. The greatest part of the report is devoted to specific issues and aspects of discipline. These include: definitions; philosophy; terminology; discipline responsibility; expectations; legal-educational focus; support; communication; criminal behavior and mandatory sanctions; attendance policy; double standards; corporal punishment; suspension rates by ethnic group; consistency; preventive discipline; school climate; suitable educational programs; training; intervention programs; security and police; and records. The concluding section presents school board policy recommendations: (1) attendance and good behavior are mandatory; (2) students and staff will conduct themselves in keeping with the district's rules and regulations; (3) promotions will occur only when students have achieved a satisfactory level of performance; (4) students suspended or expelled should be readmitted only when they have demonstrated improvement; and (5) restitution is mandatory from students (or parents of students) who have damaged school district property. (KH)

ED 247 343 UD 023 717

Burton, Nancy And Others

School-Based Planning Manual. Part I: A Step-by-Step Planning Guide.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—82-1

Pub Date—Jan 82

Note—43p; Prepared in support of Project ACCESS, a school-based improvement project. For a related document, see UD 023 718.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Board of Education Policy, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Instructional Development, Needs Assessment, *School Based Management, *School Effectiveness, *School Policy, Worksheets

Identifiers—*Project ACCESS WA, Seattle Public Schools WA

This manual is addressed to principals and program managers within the Seattle Public Schools. It presents a planning process model and includes blank forms on which principals are instructed to inform the directors of their school-based plans for improved school effectiveness. The introduction describes Project ACCESS (A Community Cooperating for Effective Seattle Schools), the funding and resource project that produced this guide. The district goals for school-based planning are described as academic achievement, school climate/student discipline, and two-way communication. Step-by-step procedures for developing school plans fol-

low. These include: Step 1, Organize for Planning; Step 2, Perform a Needs Assessment; Step 3, Set the Objectives; Step 4, Develop Alternative Strategies; Step 5, Select the Planning Strategies for the Alternatives; Step 6, Review the Plan with the School Community; Step 7, Prepare for Implementation; Step 8, Review Conditions with Citizens and Staff; Step 9, Make Necessary Modifications to the Plan; Step 10, Check Periodically to See If Objectives Are Being Met; Step 11, Revise Activities as Appropriate; Step 12, Evaluate the Outcomes. An appendix suggests strategies for planning building-based improvements in special education. (KH)

ED 247 344 UD 023 718

Burton, Nancy And Others

School-Based Planning Manual. Part II: Supplementary Materials.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—82-1

Pub Date—Jan 82

Note—143p; Prepared in support of Project ACCESS, a school-based improvement project. For a related document, see UD 023 717. Planning worksheets, printed on colored paper, may reproduce poorly.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Board of Education Policy, Educational Finance, *Educational Planning, Elementary Secondary Education, Government School Relationship, Guidelines, Information Needs, *Information Utilization, Instructional Development, Program Evaluation, School Administration, *School Based Management, School Community Relationship, School Effectiveness, School Personnel, *School Policy, Worksheets

Identifiers—Project ACCESS WA, Seattle Public Schools WA

This is Part II of the Seattle Public Schools' School-Based Planning Manual, which is addressed to principals and program managers within the school district. An outgrowth of Project ACCESS, a program designed to assist Seattle schools as they move toward school-based management, the volume contains materials that supplement the planning model presented in Part I. In the first section, district-wide guidelines for school-based planning are given and basic district policies, procedures, and practices are outlined. A district organization chart precedes the guidelines themselves, which fall into five categories: curriculum and instruction, community and governmental relations, human resource administration, business and finance, and evaluation services. The second section contains sample data, which could be used as a model for other districts (Seattle school personnel originally received data specific to their schools in this section of the manual). The data profile students, communities, and school personnel. Suggestions are made for using data, test results, and summary reports for program planning. The final section contains sample planning worksheets. (KH)

ED 247 345 UD 023 719

High School Program Seminar Report.

Seattle Public Schools, Wash.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Mar 83

Note—88p; Prepared by the Office of Educational Policy Planning.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Board of Education Policy, *Career Education, *Course Content, *Curriculum, Curriculum Design, Educational Planning, Guidelines, *High Schools, Instructional Development, School Activities, School Based Management, School Effectiveness, School Policy, School Role, *Vocational Education

Identifiers—Seattle Public Schools WA

This report outlines the Seattle Public Schools' high school program, with an emphasis on preparation for college and employment. Part I describes the seminar, held in 1982-83, which generated this report. It explains that recommendations contained in this report will become guidelines for schools as they move towards the district's goal of school-based management. Part II summarizes the public's positive perception of Seattle's schools, and addresses the concern, nonetheless, that the high schools are not adequately preparing the 80 percent of all students who will take jobs requiring occupational training. Part III lists assumptions on which

the study is based; the dominant one is that all students are educable and that high schools are responsible for preparing them for the future. Part IV arranges, in order of priority, the general recommendations put forward in Part V; the recommendations in Part V cover: implementing change; expansion of vocational education; provision of specialty courses and programs; and graduation requirements. Parts VI through X make recommendations, respectively, for: curriculum; instruction; guidance, counseling, and support services; organization and finance; and policy. The final sections of the report include a conclusion, acknowledgements, a glossary, effective schools policies, and State graduation requirements. (KH)

ED 247 346 UD 023 722

Mohapatra, Manindra Kumar

Concerns of Asian Indians: An Exploratory Thematic Content Analysis of Unobtrusive Documentary Data for Asian American Research.

Pub Date—84

Note—21p; Working paper prepared for presentation at the Summer Workshop on Asian American Research (Ann Arbor, MI, August 3-4, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, *Community Attitudes, *Content Analysis, Cultural Pluralism, Ethnic Groups, *Indians, Opinions, *Political Attitudes, *Social Attitudes

This paper investigates the priority of social and political issues in America's Asian Indian subcommunity and, secondarily, proposes content analysis for investigations of Asian American sub-cultures. The data sources and methodology are described first: letters to the editor published between September 1, 1983 and June 30, 1984, were selected from two newspapers, "India Abroad" (of New York City) and "India-West" (of San Francisco). One hundred thirty-two letters were identified as relevant to the survey; these are content analyzed under the following themes: (1) communal identity; (2) politicization and participation; (3) Americanization; (4) concern for women and children; (5) discrimination and racism; (6) service delivery by Indian organizations; (7) sub-community pluralism (the largest category); and (8) miscellaneous issues (including education and culture). Two tables are included—one that shows the thematic concern of anonymous letters, and another that profiles the known letter writers by sex (most were male) and by organizational affiliation. (KH)

ED 247 347 UD 023 723

The Basics and Beyond. A Report of the Council on Educational Excellence.

Salt Lake City School District, Utah.

Pub Date—11 May 84

Note—28p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Education, *Administrative Change, Educational Administration, Educational Improvement, Educational Quality, Elementary Secondary Education, Inservice Teacher Education, *Program Improvement, *Teacher Improvement, *Teacher Salaries, Vocational Education

Identifiers—*Salt Lake City School District UT, *Time Utilization

This report contains the findings and recommendations of the Council on Educational Excellence created by the Salt Lake City Board of Education in 1983. Findings are presented under the headings "Teaching," "Administration," "Content" (vocational/technical and academic education), "Time," and "Expectations." The following recommendations are made: (1) teacher compensation to be based on performance and load as well as experience and additional training; (2) increased teacher compensation; (3) increased inservice training; (4) internship programs for prospective principals; (5) program changes in both vocational/technical education and academic education; (6) more effective use of time in the schools; (7) more emphasis on the development of study skills; and (8) clarification of what is expected of students, parents, teachers, principals, and the school district itself. Appendices include the Board's charge to the Council, a list of presentations made to the Council during its deliberations, and the school district's graduation requirements. (CMG)

ED 247 348 UD 023 724

Proposal on Master Plan for Basic Education.

Revised.

San Diego City Schools, Calif.

Pub Date—27 Sep 83

Note—69p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Categorical Aid, *Core Curriculum, *Educational Objectives, Educational Planning, Educational Strategies, *Elementary Secondary Education, Graduation Requirements, Master Plans, Minimum Competencies, Performance, *Required Courses, School Effectiveness, Special Education, Staff Development, *Student Needs

Identifiers—*San Diego Unified School District CA

This document describes and evaluates the San Diego Unified School District's basic education program. In each chapter, a background section is followed by an objectives/action plan chart. Charts show accomplishments of the past school year, 1982-83, and objectives for 1983-84. Basic education is defined in Chapter I as the core curriculum of a basic instructional program in which all students participate. The discipline areas within this curriculum are language arts, mathematics, social studies, science, computer education, fine arts, and second language education. Chapter II details specific goals and objectives. Chapter III describes curriculum planning and implementation for the general basic education program; IV, the Achievement Goals Program; V, categorical (externally funded) basic education programs and their relation to the master plan; VI, special basic education programs for gifted and talented students, handicapped students, and students below grade level; VII, requirements for individual schools to develop site plans for implementing regular and categorical programs; VIII, master-plan-related staff development programs; IX, the district's newly adopted standards of performance; X, graduation requirements, including plans for assisting low achievers to meet these requirements; XI, evaluation activities; and XII, functions of the various district offices most directly involved in basic education. Chapter XIII presents a summary and conclusions. (KH)

ED 247 349

UD 023 726

Thomas, Veronica G. And Others

Help-Seeking Behavior among a Diverse Sample of Black Men and Women.

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—Apr 84

Grant—5R01-MH-32495-02

Note—19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Attitudes, *Black Family, Blacks, Crime, Employment Problems, Family Problems, Financial Problems, Health Needs, *Helping Relationship, *Problem Solving, *Professional Services, Social Attitudes, Social Services, *Social Support Groups

Identifiers—*Help Seeking

This is a report on help-seeking behavior among a diverse sample of 451 black adults residing in Richmond, Virginia. The report defines "help-seeking behavior" as any communication about a problem or troublesome event that is directed toward obtaining support, advice or assistance in times of distress. The use of two types of support—"formal" or professional help, and "informal" (friend and relative) help—are described. The type of help provided by these sources and respondents' satisfaction with help received are also reported. Problem types were divided into five categories—financial, employment, crime, family, and health. The study's interview questionnaire is explained, and results are discussed. It is asserted that black help-seeking behavior has been little studied, even though some research has indicated that blacks are reluctant to seek help. The current study's findings are said to contradict this stereotype. Formal and informal sources of support are held to be critical in the lives of blacks when seeking aid to a problem; the type of support utilized, however, depends upon the nature of the problem encountered. The paper concludes with statistical tables describing the sample and showing results. (KH)

ED 247 350

UD 023 731

Johnson, Sylvia T.

Preparing Black Students for the SAT—Does It Make a Difference? An Evaluation Report of the NAACP Test Preparation Project.

Howard Univ., Washington, D.C. School of Education.

Spons Agency—National Association for the Advancement of Colored People, New York, N.Y.

Pub Date—Jun 84

Note—40p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aptitude Tests, *Black Students, *College Entrance Examinations, Educationally Disadvantaged, High Schools, Program Effectiveness, Student Evaluation, *Test Coaching

Identifiers—*Scholastic Aptitude Test, *Test Preparation Clinic Program

This report is an evaluation of the test preparation clinic program sponsored by the National Association for the Advancement of Colored People. The project's primary objective is described as improving the SAT (Scholastic Aptitude Test) scores of low income black high school students, thus increasing the pool of minority youngsters able to meet college requirements. Through an analysis of test performance and program implementation, the paper examines the extent to which this objective has been attained. An overview of the literature on the test fairness debate is provided, along with an overview of studies on the effectiveness of test preparation courses. Next, the paper discusses the evaluation procedure and instruments employed to survey 215 students in New York, San Francisco, Atlanta. Results are reported for each of the three cities separately, then city results are compared and the totals for all participants are presented. Statistically significant gains are reported for San Francisco, Atlanta, and for all participants in all three cities considered together. But they were not significant for the New York clinic. (The general rate of increase in both math and verbal SAT scores in all clinics was about the same.) It is concluded that test preparation courses are indeed effective, but that two questions remain: First, will improved SAT performance result in stronger college performance? Second, is the SAT a valid measure of ability to do college work? (KH)

ED 247 351

UD 023 732

Miller, Debra Tuley, Sandra

Kentucky's Children at Risk: The Inequities in Public Education.

Kentucky Youth Advocates, Inc., Louisville.

Spons Agency—Kentucky State Dept. of Justice, Frankfort. Juvenile Justice Commission.

Pub Date—Jun 84

Grant—3822-J7-83

Note—43p.

Available from—Kentucky Youth Advocates, Inc., 2024 Woodford Place, Louisville, KY 40205 (\$5.50 each).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Discipline Policy, Educational Discrimination, *Educational Equity (Finance), Educational Improvement, *Educationally Disadvantaged, *Educational Quality, Education Work Relationship, *Elementary Secondary Education, *Equal Education, *High Risk Students, Parent School Relationship, School Community Relationship, Social Discrimination, Social Services, Student Rights, Vocational Education

Identifiers—*Kentucky

This report (based on testimony presented at a 1984 public hearing and a review of the literature on educational reform) addresses the role of equity in attaining effective public education, especially in Kentucky, by describing educational problems of that State. The basic premise is that excellence cannot be achieved without equity, and that recent "at risk" reports have not fully acknowledged this fact. Children who do not "fit" into Kentucky's schools are identified as black, poor, handicapped, female, and/or dropout. They are said to suffer from two basic inequities: (1) lack of access, which excludes them and their parents from certain programs and decision-making processes; and (2) lack of preparation for post-school employment and inability to find jobs commensurate with their skills. Seven equity problems specific to Kentucky are outlined and recommendations are made for their solution: (1) School reform must include the provision of necessary social services. (2) Education should not de-

pend on the wealth of the students' community. (3) Discipline practices in Kentucky are, in general, too severe. (4) Students, parents and citizens must be involved in school decision-making. (5) Educational services are not being improved in proportion to the rising standards. (6) Basic skills are being defined too narrowly: the purpose of education is to prepare children for full participation in a democratic society. Finally, (7) the current trend in vocational education will not result in better job opportunities, but will in many cases deny students a sound academic education. (KH)

ED 247 352

UD 023 733

Vasquez, James A. And Others

Values and Minorities: An Annotated Bibliography.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—83

Contract—400-80-0040

Note—32p.; Light print.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Annotated Bibliographies, Asian Americans, Blacks, *Cultural Differences, Hispanic Americans, Majority Attitudes, *Mexican Americans, *Minority Groups, *Values

This annotated bibliography on values of ethnic minorities in the United States contains one hundred entries from various sources, mostly research and educational journals. It is intended to assist researchers, teachers, school administrators, and students to understand how some American minorities function within their own cultures and societies. Sixty-two annotations refer to Chicanos. American Indians are the subjects in nineteen references and Blacks in seventeen. Seven citations refer to Asian Americans, four to other Hispanics, and four are of a general nature. Anglo Americans are the group with which comparisons are made in most cases where the study looked at more than one American culture. Thirty-three annotations refer to values of Anglos. Each entry is coded to inform the reader of the particular ethnic group identified in the journal article or book. (KH)

ED 247 353

UD 023 734

Doss, David A.

Desegregation and Dropping Out in One School District.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-83.49

Pub Date—84

Note—17p.; Paper presented to the American Educational Research Association (New Orleans, LA, April 1984). One table is marginally legible.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Comparative Analysis, *Desegregation Effects, *Dropout Rate, High Schools, Hispanic Americans, *Racial Differences, *School Holding Power, *Sex Differences, White Students

Identifiers—*Austin Independent School District TX

Students of ninth-grade age in Austin, Texas, were studied to discover how desegregation affected dropout rates for Blacks, Hispanics, and Anglo/Others. Examination of the gross dropout percentages over the first 15 months suggests that impacted-only (nonreassigned, but in impacted schools) minority students were twice as likely to drop out as unaffected (nonreassigned in nonimpacted schools) minority students. Black and Hispanic males were even more likely to drop out if they were reassigned to impacted schools. However, reassessment had no appreciable effect on Hispanic females, and reassigned Black females dropped out at a rate no higher than unaffected Black females. Anglo/Other males had a pattern similar to Black females and Anglo/Other females; that is, they were not much affected. The gross percentages over the longer term (2 1/2 years) suggest an impact of a different nature. Hispanic males had a high dropout rate regardless of assignment. The likelihood of dropping out for Hispanic females and Black males

increased moderately if in an impacted school and markedly if reassigned. Black females were most likely to drop out if they were impacted only. Anglo/Others dropped out least when reassigned. When the gross percentages were controlled for grade point average, grade and discipline results were different for some of the groups. Either way, however, the results indicate clearly that desegregation had a negative effect on the holding power of the school district for some students. (CMG)

ED 247 354 **UD 023 735**

Carsrud, Karen Banks.
If It Is Broke, Fix It! (How to Make a Compensatory Program Work).
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-83.66
Pub Date—84

Note—33p.; Tables and figures in the attachments are marginally legible; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Compensatory Education, Elementary Secondary Education, *Program Evaluation, *Program Improvement, Staff Development

Identifiers—Austin Independent School District TX

Several tools exist that school districts can use to help solve current or potential problems in compensatory programs. The school district should begin by conducting (1) a study to determine the extent to which students are served by multiple compensatory programs, (2) on-site observations of the programs, and (3) a review of the curriculum and instructional planning for both regular and compensatory programs. After examining the data, the district might decide to make any of the following changes: (1) initiate policies that limit the number of students who are served by more than one compensatory program; (2) take further steps to decrease disruptions in a student's day; (3) create a mechanism for coordinated planning between the compensatory teacher and the regular program teacher; (4) determine whether the available compensatory funds can be used to lower the pupil-teacher ratio for each classroom; (5) reorganize administration of the program; (6) look for ways to increase instructional time; (7) use program resources to hire teachers, not teacher aides; (8) consider concentrating the program resources at earlier grade levels, including pre-K; (9) consider implementing the techniques and curricula from research studies on mastery learning and cooperative learning; and (10) remember to do intensive staff development with teachers and principals when any changes are made in the program. (Following the narrative, materials used by the Austin School District in compensatory program evaluation and improvement efforts are provided.) (CMG)

ED 247 355 **UD 023 736**

Gersten, Russell And Others
The Lasting Impact of the Direct Instruction Follow Through Program: Preliminary Findings of a Longitudinal Study of 1500 Students.

Pub Date—Apr 84
Note—39p.; Paper presented at the meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Compensatory Education, *Dropout Rate, Economically Disadvantaged, Elementary School Students, Elementary Secondary Education, High School Graduates, *High School Students, Longitudinal Studies, *Program Effectiveness

Identifiers—*Direct Instruction Follow Through Project, *Impact

Fifteen hundred high school students who had taken part in the Direct Instruction (DI) Follow Through Program in elementary school were studied to examine the impact of DI on their high school careers. Positive effects were found in each of the six sites studied. Two sites demonstrated positive effects in both achievement and graduation/dropout rate. In four sites, positive effects were found in some areas of high school achievement. In three, 9th grade reading achievement was within 10 percentile

points of the national median, indicating that students had maintained the level achieved at the end of Grade 3. In four sites, the dropout rate for DI students was significantly lower than that for non-DI students. Generally, positive effects were stronger in communities with a kindergarten-starting program than a first-grade-starting program. The only two significant negative effects were in math achievement in one site and in the dropout rate of one cohort in another site. (CMG)

ED 247 356 **UD 023 737**

Szegda, Martha J. And Others
The Later Effects of the Parent Education Follow Through Program on Achievement Scores for Matched Pairs of Program Children and Their Non-Program Siblings.

North Carolina Univ., Chapel Hill.
Spous Agency—Department of Education, Washington, DC.

Pub Date—84
Grant—G00-77-01691

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, Economically Disadvantaged, Elementary School Students, Elementary Secondary Education, Longitudinal Studies, Parent Participation, *Program Effectiveness, *Secondary School Students

Identifiers—*Impact, *Parent Education Follow Through Program

Fifty-one ninth through eleventh grade students who participated with their parents in the Parent Education Follow Through Program (PEFTP) while in elementary school were compared with their older, non-program siblings on the Differential Aptitude Test (DAT) and the Science Research Associates (SRA) Achievement Series. (PEFTP was a compensatory program designed for low-income children in grades K-3, with the focus on parent involvement in the education of their children.) No significant differences were found between the two groups on SRA performance, but on all three SRA subtests the PEFTP group mean scores were higher than those for the older sibling group. There were no significant differences between the two groups on the Vocational factor of DAT but there was a significant PEFTP-favoring difference on the Academic factor. For both DAT factors, the PEFTP group mean scores were higher than those for the older sibling group. (CMG)

ED 247 357 **UD 023 738**

Gehrke, Nathalie Sheffield, Rosemary
Rif-Recall as Symbol and Signal: The Differential Effects of Rifling on Teacher Exit Choices.

Pub Date—84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Retirement, Elementary Secondary Education, *Minority Groups, *Occupational Mobility, Racial Differences, *Reduction in Force, *Secondary School Teachers, Sex Differences, *Teacher Dismissal, *Teaching Load, Urban Schools

Identifiers—Resignation (Job)

A case study of 1100 high school teachers in a large urban district that has experienced declining enrollment for eight years illustrates several of the exit options and career mobility effects of rifling (reduction in force). The findings show that during decline, freely chosen movement out (exit), or laterally (moderate number of location changes), or to enhanced positions was reduced for all, rifled or not. But women and minorities were more likely to experience forced exit (rifling) and more apparently non-voluntary lateral moves. Further, women were more likely to end up with unwieldy teaching loads, including more preparations in more diverse contents areas. When given the exit options of resignation and retirement, more senior women took them than men, but the content areas which showed the greatest percentage of voluntary exit use were typically male dominated areas (industrial arts and math), where the risks of exit were reduced due to external demands. To young teachers, especially young female and minority teachers, rifling signaled their

second class citizenship. To potential teachers, it signaled that high schools are not places of professional growth. And to the school district itself, rifling signaled, or should have signaled, the district's declining long term health. (CMG)

ED 247 358 **UD 023 739**

Blank, Rolf K.
Community Participation in Urban Public Schools: Analyzing Effects of Magnet School Programs.
COSMOS Corp., Washington, DC.; Lowry (James H.), and Assoc., Washington, D.C.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date—26 Apr 84

Note—40p.; Paper presented to the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984), Division G: Social Context of Education.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Involvement, Educational Quality, Elementary Secondary Education, Influences, *Magnet Schools, Nonprofit Organizations, *Parent Participation, *School Business Relationship, School Community Relationship, *School Effectiveness, *Urban Schools

Forty-five magnet schools in fifteen urban school districts were studied to find if magnet schools increase community participation in public education, what factors lead to increased community participation, and if there is a relationship between community participation and magnet school effectiveness. Major findings were the following: (1) Almost half the magnets had higher parent participation than other schools in their districts and, in general, the magnets had considerable success in stimulating participation by the private sector and nonprofit organizations. Sixty percent of the magnet schools had high or above average participation from two of the three sectors. (2) Three factors were strongly related to higher community participation (district policy consensus, community role in planning, and school implementation leadership), one factor was moderately related (magnet theme), and two factors were not related (type of magnet and neighborhood composition). (3) Districts with a high degree of overall community participation (parents, private sector, and nonprofit sector) had higher ratings on educational quality. The most basic finding was that a high level of parent and community participation is not an automatic byproduct of a magnet school program but is the result of a planned and sustained outreach effort for community involvement. (CMG)

ED 247 359 **UD 023 740**

Jungkar, Marianne, Ed.
Swedish Behavioural Science Research Reports. Beteendevetenskapliga Rapporter, 1982/1983.

National Library for Psychology and Education, Stockholm (Sweden).

Spons Agency—Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date—83

Note—372p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Abstracts, *Behavioral Science Research, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, *Psychological Studies, Research Reports

Identifiers—*Sweden

This is the 1982-83 version of an annual catalogue of abstracts of the research reports published by the institutes of psychology and education in universities and teacher training colleges in Sweden. The abstracts are in English. (Abstracts of both English and Swedish papers are included.) The reports are grouped into the following broad subjects fields: Adult Education, Applied Psychology, School Buildings/Environment, Communication Systems, Compulsory Education, Research in Foreign Countries, Curriculum, Developmental Psychology, Documentation/Information Sources, Economics of Education, Educational Administration/Management/Organization, Educational Institutions, Educational Psychology, Educational Research, Experimental Animal Psychology, Experimental Social Psychology, General Psychology, Higher Education, Personality, Personnel, Philosophy of Education, Physical and Psychological Disorders, Physiological Intervention, Physiological Psychol-

ogy, Physiology/Health, Psychology of Education, Psychometrics, Sociology of Education, Special Education, Teacher Education, Teaching Aids and Teaching Methods, Teaching Profession, Treatment and Prevention, and Vocational Education. Author, subject, and institution indexes appear at the end of the catalogue. (CMG)

ED 247 360 UD 023 741
Van Lozen, Jim

A Blueprint for Educational Excellence. A School Board Member's Guide.
National School Boards Association, Washington, D.C.

Spons Agency—Department of Education, Washington, DC.
Pub Date—Jan 84
Grant—300-82-0304
Note—69p.

Available from—National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 (\$12.95 plus \$1.95 postage and handling).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, *Board of Education Policy, *Boards of Education, Curriculum Development, Educational Finance, Educational Improvement, Educational Objectives, *Educational Quality, Elementary Secondary Education, *Evaluation, Federal Government, Government Role, Leadership, Methods, *Policy Formation, Teacher Effectiveness, Teacher Improvement
Identifiers—*Excellence in Education, *Process Model

This guide has two main objectives: (1) to help school board members become better governors of the local educational enterprise; and (2) to help school board members respond to questions from the public about the National Commission on Excellence in Education report entitled "A Nation at Risk." To meet these objectives, the guide offers a process model through which board members can more effectively approach education by establishing the policy framework in which it can thrive and the procedural base for evaluating it on a continuing basis. The model takes into account the setting of goals, curriculum development, standards and expectations, teaching, time, leadership, fiscal support, involving the community, implementing the process, and measuring outcomes. The role of the Federal government in quality education is also discussed. The guide ends with a list of questions to be used by board members as a way of assessing how much they know about their school district and in which areas they need more information. Where applicable, a feature entitled "Comparatively Speaking" outlines the National Commission's findings as they might apply to local communities, as well as the findings of other studies. (CMG)

ED 247 361 UD 023 742

Harris, J. John, III And Others
STAR I (Summer Training Achieves Results).
Final Evaluation Report.

Indiana Univ., Bloomington. Office of School Programs; Indiana Univ., Indianapolis. Center for Urban and Multicultural Education.

Spons Agency—Department of Labor, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—1 Aug 83

Note—80p; Support also provided by the Greater Indianapolis Progress Committee. three components

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Counseling, *Career Development, Community Leaders, *Economically Disadvantaged, Employment Programs, High Schools, *High School Students, Mentors, *Out of School Youth, *Program Effectiveness, Program Evaluation, School Business Relationship, Summer Programs, Tutoring, *Work Experience Programs, Youth Employment
Identifiers—*Project STAR I IN

Project STAR I, a summer program administered by the Indianapolis Public Schools, provided over 400 economically disadvantaged young people (16 to 21 years old) with supervised work/intern experiences and career education activities designed to promote career development and continued academic pursuit. The project had three basic components: STAR I, the Gold Star Mentor Program, and a Tutorial component. In STAR I, participants worked six hours per day, five days a week. Bi-weekly, they attended training workshops which focused on the exploration of career options,

educational/attitudinal motivation, and the sharing of work-site experiences. The Gold Star Mentor Program sought to create summer "partnerships" between business/community leaders and 60 high school participants in STAR I in an effort to provide the students with role models and increased career exposure. The tutorial component provided experiences for high school students as teacher aides and/or tutors. Through analysis of records, observations, interviews, and questionnaires, the evaluators concluded that, overall, the three components achieved their goals. Evaluation materials are provided in appendices to this report. (CMG)

ED 247 362 UD 023 743
Harris, J. John, III And Others

Project STRIVE (Summer Trips Result in Valuable Education). Final Evaluation Report.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—1 Aug 83
Note—86p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, *Career Education, *Elementary School Students, Elementary Secondary Education, Employment Programs, Experiential Learning, Field Trips, High School Students, Leadership Training, Program Effectiveness, Program Evaluation, Self Esteem, *Summer Programs, *Tutors, Work Experience Programs, *Youth Employment
Identifiers—*Project STRIVE IN

The 1983 Indianapolis Project STRIVE was designed to address the problem of youth unemployment while increasing opportunities for career education, enhancement of self-esteem, and the development of leadership skills among older adolescents, 16 to 21 years of age. Concurrently STRIVE was designed to provide elementary students with instruction in basic academic skills through an experiential education model utilizing community field experiences. Twenty-five young people participating in the school district's summer employment program were trained as tutors and then used their new skills to engage the elementary students in three days of learning activities each week in preparation for a field trip on the fourth day. Following the field trip, the tutors engaged the students in learning activities which were outgrowths of the trip experience. The evaluation, carried on by means of record analysis, observations, interviews, and questionnaires, concluded that, in general, the project's major goals were achieved. It was recommended, however, that some changes be made in program organization and in training and that, in future years, much more emphasis be placed on the cognitive aspects of the program experience. Appendices to this report contain evaluation materials. (CMG)

ED 247 363 UD 023 744

Harris, J. John, III, Ed. Bennett, Christine, Ed.
Student Discipline: Legal, Empirical, and Educational Perspectives.

Indiana Univ., Bloomington.

Spons Agency—Department of Education, Washington, DC.
Pub Date—82

Grant—USDEG-79-5210
Note—226p; Compiled during the course of research and training project entitled "Project for the Equitable Administration of Student Discipline."

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Court Litigation, *Discipline, *Discipline Policy, Educational Policy, Elementary Secondary Education, Expulsion, Futures (of Society), Legal Problems, Males, *Minority Groups, Racial Discrimination, Sex Discrimination, *Social Differences, Suspension

This book presents four perspectives on student discipline: legal and historical, empirical, educational, and futuristic. Part I examines the legal history of student discipline in papers by J. John Harris III, Richard E. Fields, and A. Reynaldo Contreras (Chapter 1); Richard E. Fields (Chapter 2); and David G. Carter, Sr. and Cynthia L. Jackson (Chapter 3). The authors hold that corporal punishment and suspension, although approved by the courts, solve problems for teachers and administrators at the expense of those who look to schools for social and economic advancement. Part II presents empirical perspectives on discipline. Chapters 4-6 (by Christine Bennett, J. John Harris, III, and Camilla A.

Heid) report results of a study of the causes of disproportionality in suspensions and expulsions of male and black students. Chapter 7 (by Heid and Contreras) presents a quantitative and qualitative analysis of minority student suspension. In Chapter 8, Meryl E. Englander discusses teacher management of classroom misbehavior. Perspectives on educational policy with regard to student discipline are investigated in Part III. First, in Chapter 9 Stephen Bower argues that educational policy that equates disproportionality with social discrimination tends to blur the distinction between race and class. Then Chapter 10, by Patrick Lynch, examines the effect of educational policy on the lives and personalities of students. The last section of the book, Part IV, introduces perspectives on discipline for the future. The role of researchers is considered by Frank Brown in Chapter 11. Finally, in Chapter 12, William W. Wayson reviews the eight goals identified by Phi Delta Kappa's Commission on Discipline. Brief notes on the book's contributors follow the text. (Author/GC)

ED 247 364 UD 023 745

A Survey of Public Attitudes toward Refugees and Immigrants. Report of Findings.

Kane, Parsons and Associates, Inc., New York, N.Y.; United States Committee for Refugees, Inc., New York, N.Y.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Apr 84
Note—80p; Appended questionnaires may be marginally legible.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Immigrants, Migration, *Political Attitudes, *Public Opinion, *Refugees, *Social Attitudes, Surveys

The attitudes of 950 adults toward refugee and immigration issues were surveyed in February 1984. Efforts were made to attain a fair mix of ethnicities in the sample but, in the end, data show few differences, between demographically different groups. In summary, findings suggest that most American adults do not view these issues as especially important when compared to other problems facing the country. However, most Americans have a very incomplete understanding of these issues. Fewer than half of those polled can correctly explain the difference between refugees and immigrants; most are unaware of the relative magnitude of the numbers of refugees and immigrants entering the country; and there are widespread misconceptions as to the countries from which refugees come. Almost two-thirds of those questioned feel both that too many foreigners are now coming to the United States and that the number of refugees entering the country should be lowered. None of the five arguments in favor of admitting refugees is endorsed by a majority of the public and, most often, admission of refugees is opposed out of fear of their taking jobs away from Americans. Surprisingly, however, majorities of the public endorse admitting each of ten imaginary individuals whose profiles match those of typical entrants to this country. This contradiction of hostility towards groups vs. humanitarianism towards individuals suggests the great complexity of public opinion on these issues. Considerable revisions are necessary in our ideas about how the public views and understands refugee and immigration issues. (KH)

ED 247 365 UD 023 747

Orfield, Gary
Public School Desegregation in the United States, 1968-1980.

Joint Center for Political Studies, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.

Report No.—ISBN-0-941410-29-3
Pub Date—83

Note—74p.

Available from—Joint Center for Political Studies, 1301 Pennsylvania Avenue, N.W., Suite 400, Washington, DC 20004 (\$4.95; 20% discount on orders of 10 copies or more).

Pub Type—Reports - Research (143) — Books (010) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Students, *Desegregation Efforts, Differences, Elementary Secondary Education, Enrollment Trends, *Hispanic Americans, Metropolitan Areas, *Racial Composition, Racial Segregation, Regional Characteristics, *School

Demography, *School Desegregation, Urban Demography, Urban Schools, White Students

This book is a partly quantitative, partly qualitative analysis of public school desegregation in the United States from 1968 to 1980. It is based on racial data (collected for the House Subcommittee on Civil and Constitutional Rights) released for the first time in this work. Chapter 1, "Regional Trends in School Desegregation," focuses on changes since 1968, first for Black students and then for Hispanic students. The Northeast, it is reported, was the only region in which segregation of Black students increased; in 1980, it had the highest level of any region while in all other regions segregation of Blacks decreased. In contrast, the book reveals, segregation for Hispanics rose sharply in the seventies. Chapter 2, "The Cities and School Segregation," discusses the special situation of large cities: in almost all large metropolitan areas, White enrollment is reported as having declined as Black and Hispanic enrollment increased. Desegregation efforts reportedly were most successful where a metropolitan approach—involving suburbs and central city—was employed. Chapter 3, "Metropolitan Desegregation Patterns," examines metropolitan areas for which areawide data are available. The effects of desegregation plans are considered for the two regions that are best documented, the Southern and Western states. It is found that, unlike in the South, desegregation orders are far from universal in the West, even within central cities. Chapter 4 draws conclusions and makes recommendations regarding policies for data collection and school and housing desegregation. Appended are data indicating school segregation by State (1980), percentage of White and Black enrollment in the nation's largest school districts (1968-80), and technical notes. (KH)

ED 247 366 **UD 023 761**
Unequal Opportunities. A Guide for Minority Students and Parents to the Ivy League and Sister Schools.

Association of Black Admissions and Financial Aid Officers of the Ivy League and Sister Schools, Inc., Boston, MA.

Pub Date—[Oct 83]

Note—36p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Students, College Admission, College Preparation, *College Programs, *Educational Opportunities, Higher Education, *Institutional Characteristics, *Minority Groups, Selective Colleges, *Student College Relationship, Student Costs

Identifiers—*Ivy League Colleges

This is a guide for minority high school students who are considering application to Ivy League and Sister Schools. It begins by offering general advice on which high school classes to take, how to prepare for aptitude tests, extracurricular activities, work experience, and summer vacations. Then, ideas are given on estimating college expenses and raising funds. The next sections introduce the typical curriculum, general academic expectations, and way of life at Ivy League and Sister Schools. Finally, fifteen schools are profiled with an emphasis on the opportunities for minority students available at each school. Schools included are Barnard College, Brown University, Byrn Mawr College, Columbia University, Cornell University, Dartmouth College, Harvard/Radcliffe College, Massachusetts Institute of Technology, Mount Holyoke College, Princeton University, Smith College, University of Pennsylvania, Vassar College, Wellesley College, and Yale University. This section also contains two charts. The first permits a quick comparison of the schools' enrollment, location, and undergraduate curriculum. The second compares the programs of study offered by each school. (KH)

ED 247 367 **UD 023 762**

Bagenstos, Naida Tushnet

Melding of Research on Knowledge-Based School Improvement and Effective Schools in the Development of a Statewide Urban Schools Initiative.

Pub Date—84

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (1984).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Program Development, *Research Utilization, *School Effectiveness, *State Programs, State School District Relation-

ship, *Urban Education

Identifiers—*New Jersey, *Urban Initiative NJ

The Urban Initiative of the New Jersey Department of Education commits large numbers of its staff to a variety of efforts to improve schooling in the State's urban areas. It also represents an effort to develop a programmatic response that is rooted in research to the problems of urban education. In broad outline, the initiative is a comprehensive, long-term effort with two major components: a broad based assistance program for all 52 urban districts in the State, and a concentrated effort (Operation School Renewal) to improve the quality of education in three urban school districts and then expand to include additional districts. Both components complement New Jersey's new approach to monitoring the educational programs of local school districts. A major strategy of the Urban Initiative involves identifying and informing urban educators of effective urban school programs in New Jersey and other States. Effective school research played a fundamental role in the development of the Urban Initiative. Most significantly, it provided approaches (1) to address the low graduation rates of compensatory and bilingual students; (2) to develop sound disciplinary practices, policies, and educational alternatives for disruptive students; and (3) to increase the effectiveness of principals in participating schools. Research on implementation of innovation, which was also crucial, provided (1) the idea of using staff members as "external assistants" who help districts identify problems, find resources, and support implementation procedures; (2) an awareness of the importance of local commitment and the form it should take; and (3) plans for implementation. (KH)

ED 247 368 **UD 023 763**

The Black Experience. Proceedings of the Symposium on Racial Justice and Education toward Excellence: Education, Race and Justice (Albany, New York, February 1, 1984).

New York State Education Dept., Albany. Cultural Education Center.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Merrill Lynch and Company, New York, N.Y.

Pub Date—84

Note—70p.

Available from—Division of Civil Rights and Intercultural Relations, New York State Education Department, Albany, NY 12234.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks, Church Responsibility, *Civil Rights, Elementary Secondary Education, *Equal Education, Government School Relationship, Justice, Policy Formation, *Racial Relations, School Business Relationship, School Community Relationship

Provided in this document are the proceedings of a symposium for educators, legislators, and religious leaders who met to share views on racial justice and education. Included are these presentations: (1) Willard A. Genrich, Chancellor of the New York State Board of Regents, proposing a discussion of what the agenda of racial justice in the 1980s ought to be; (2) Dr. Alonzo A. Crim, Superintendent of the Atlanta Public Schools, discussing his city's programs for involving businesses, churches, and other community members in the education process; (3) Bishop Howard J. Hubbard, of Albany, New York, describing the Catholic Church's efforts to increase black enrollment in its schools, and its advocacy against racism in the public forum; (4) H. Carl McCall, Commissioner of New York State Division of Human Rights, citing increased effectiveness of the public school system as a vehicle for the upward mobility of blacks and calling for more public spending to be targeted at black education; (5) Dr. Irving Greenberg, President of the National Jewish Resource Center, examining the role that religion can play in promoting belief that justice can be obtained; (6) Albert Vann, New York State Assemblyman, summarizing legislation that has encouraged equal education and making recommendations for future progress; (7) Eleanor Holmes Norton, Professor of Law at Georgetown University, criticizing the new Civil Rights Commission and recent trends in public opinion (this speech is excerpted); (8) Reverend W. Franklyn Richardson, pastor of Grace Baptist Church of Mount Vernon, New York, commending the conference speakers and responding to some of their remarks; and, finally, (9) Gordon M. Ambach, Commissioner of Education in New York, asserting the State's responsibility to struggle for equal rights.

The proceedings conclude with an outline of small group discussion topics and a list of symposium participants. (KH)

ED 247 369

UD 023 766

Koivukangas, Olavi, Ed.

Scandinavian Emigration to Australia and New Zealand Project. Proceedings of a Symposium (Turku, Finland, February 17-19, 1982). Migration Studies C7.

Institute of Migration, Turku, (Finland).

Report No.—ISBN-951-9266-25-9

Pub Date—83

Note—140p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cultural Interrelationships, *Ethnic Groups, *Ethnicity, Foreign Countries, *Immigrants, Language Attitudes, Migration Patterns, Social Attitudes, *Social History, *Social Science Research

Identifiers—*Australia, *Scandinavians

These proceedings of a 1982 symposium on Scandinavian emigration in Australia include presentations on three general topics: field work conducted in Australia and New Zealand in 1980-82; research progress; and Australian immigration policy. The presenters and their papers are: (1) Hans Norman, "The Emigration to America from the Nordic countries"; (2) Anthony Griffiths, "Australian Immigration"; (3) Olavi Koivukangas, "Scandinavians in Australia: A General Review"; (4) Ulf Beijbom, "Scandinavian Emigration to Australia and New Zealand: A Preliminary Report"; (5) Olavi Koivukangas, "Field Work in Australia, February 9-April 30, 1981"; (6) Ivo Holmqvist, "Field Work in New Zealand and Australia, June 4-August 8, 1981"; (7) Allan T. Nilson, "Field Work in Australia, November 10, 1981-February 6, 1982"; (8) James L. Sanderson, "New South Wales, Australia, Progress Report, February 1982"; (9) Sten Almqvist, "Swedish Pioneers in Australia: A Summary"; (10) John S. Martin, "Ethnic Identity and Social Organization in the Scandinavian Communities in Melbourne 1870-1919"; (11) Mark W. Garner, "Language Use and Ethnicity among the Swedish Community"; (12) Anthony Griffiths, "The Finns in Bunyip"; (13) K.J. Battarbee, "From Finnish Farms to Australian Mines: A Research Proposal"; (14) Peija Ilola, "Multiculturalism in Australia"; and (15) Jan Reks-ten, "Australian Immigration Policy." (KH)



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An Experimental Study of the Effects of Employer-Sponsored Child Care Services on Selected Employee Behaviors. Executive Summary.

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE TESTING

Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing
Response Contingent Testing
Stradaptive Testing
Tailored Testing

Aerobic Dance

USE AEROBICS: DANCE

AEROBICS

Jun. 1984

- SN System of physical conditioning focused on expanding cardiovascular capacity through vigorous exercise and high oxygen intake

ALTERNATIVE ENERGY SOURCES

Oct. 1984

- SN Sources of energy other than conventional fossil fuels (petroleum, coal, natural gas) or nuclear fission/fusion (note: see also related Identifiers such as "Renewable Resources" and "Synthetic Fuels")

ANDRAGOGY

Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

BADMINTON

Jun. 1984

Budget Cuts

USE BUDGETING: RETRENCHMENT

CLIENT CHARACTERISTICS (HUMAN SERVICES)

Oct. 1984

- SN Distinguishing traits or qualities of persons who engage the assistance of human service workers (counselors, psychologists, physicians, nurses, social workers, etc.)
- UF Client Background (Human Services)

Computer Programs (Del Jun84)

USE COMPUTER SOFTWARE

COMPUTER SOFTWARE

Jun. 1984

- SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")
- UF Computer Program Documentation
Software (Computers)

Computerized Adaptive Testing

USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

Computerized Tailored Testing

USE ADAPTIVE TESTING: COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

COURSEWARE

Jun. 1984

- SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")
- UF Instructional Software

DISLOCATED WORKERS

Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations
- UF Disemployment
Displaced Workers

DOCUMENTATION

Jul. 1966

- SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

EARLY RETIREMENT

Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

EDUCATIONAL ASSESSMENT

Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

ENDANGERED SPECIES

Oct. 1984

- SN Plants or animals in danger of extinction

FAMILY VIOLENCE

Oct. 1984

- SN Injurious or abusive physical force among members of a family or household
- UF Domestic Violence (Family)

FENCING (SPORT)

Jun. 1984

- UF Epee Fencing

GEOTHERMAL ENERGY

Oct. 1984

- SN Power derived from the earth's heat

HABITUATION

Oct. 1984

- SN Progressive decrease in responsiveness to repetitive stimuli (note: for drug habituation, use "Drug Abuse" or "Drug Addiction")

HANDICAP DISCRIMINATION

Jun. 1984

- SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

HAZARDOUS MATERIALS

Oct. 1984

- SN Ignitable, corrosive, infectious, reactive, or toxic materials that pose a present or potential threat to living things
- UF Dangerous Materials

Hazardous Wastes

USE HAZARDOUS MATERIALS: WASTES

HELPING RELATIONSHIP

Nov. 1970

- SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal

High Technology

USE TECHNOLOGICAL ADVANCEMENT

HOLIDAYS

Oct. 1984

- SN Days set aside for commemorating historical, cultural, religious, or other special events—often marked by cessation of ordinary work or school activity (note: if appropriate, use the more specific term "Religious Holidays")

Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

INSTRUCTIONAL MATERIAL EVALUATION

Jun. 1984

- SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

LOGARITHMS

Oct. 1984

- SN Exponents that indicate the power to which base numbers are raised to produce given numbers

MARITIME EDUCATION

Feb. 1984

- SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

MARXIAN ANALYSIS

Mar. 1984

- SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
- UF Marxist Criticism

MARXISM

Mar. 1984

- SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
- UF Dialectical Materialism

MINERALOGY

Oct. 1984

- SN Science dealing with minerals, including their distribution, identification, and properties

MINERALS

Oct. 1984

- SN Solid homogeneous chemical elements or compounds, usually with characteristic crystalline properties, that result from inorganic processes of nature

MONTE CARLO METHODS

Mar. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

NATURALISTIC OBSERVATION

Oct. 1984

- SN Observation of behaviors and events in natural settings without experimental manipulation or other interference

NONTENURED FACULTY

Feb. 1984

- SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure
- UF Nontenured Teachers
Untenured Faculty

OCEANOGRAPHY

Mar. 1980

- SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

Parenting

USE CHILD REARING

PARENTING SKILLS

Oct. 1984

- SN Child rearing skills used by parents or other primary caregivers
- UF Parent Skills

PARTICIPANT OBSERVATION

Oct. 1984

SN Observation in which the investigator participates in the situation being studied

PHENOMENOLOGY

Oct. 1984

SN Study of reality in terms of individual perceptions or conscious experiences at any moment, without external interpretation and judgment

PLATE TECTONICS

Oct. 1984

SN Branch of geophysics and seismology concerned with continental movements, based on the theory that the earth's surface is comprised of vast crustal blocks that float across the mantle, with seismic activity and volcanism occurring primarily along the periphery of these blocks

RACQUET SPORTS

Jun. 1984

UF Racket Sports

RACQUETBALL

Jun. 1984

RELIGIOUS HOLIDAYS

UF Holy Days

ROBOTICS

Mar. 1984

SN Study, design, and use of robots, mechanical devices that can be programed to perform tasks of manipulation and locomotion under automatic control
UF Industrial Robotics
Robots**SMALL ENGINE MECHANICS**

Mar. 1984

SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

STUDENT TEACHER ATTITUDES

Jun. 1984

SN Attitudes of, not toward, student teachers

TEAM SPORTS

Jun. 1984

TERRORISM

Oct. 1984

SN Threat or use of violence against a population or government to achieve social or political ends

TODDLERS

Oct. 1984

SN Approximately 1–3 years of age

UNDOCUMENTED IMMIGRANTS

Feb. 1984

SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas

UF Alien Illegality
Illegal Aliens
Immigrant Illegality**Undocumented Workers**

USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS



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